



**T.C. MİLLÎ EĞİTİM
BAKANLIĞI**

MULTILINGUAL FOREIGN LANGUAGE EDUCATION MODEL

ENGLISH LANGUAGE

THE ENGLISH LANGUAGE CURRICULUM

(YEARS 5, 6, 7, 8)

**THE CENTURY OF TÜRKİYE
EDUCATION MODEL
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1. ENGLISH LANGUAGE CURRICULUM

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

The Ultimate Goal of the English Language Curriculum

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

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

The Position of English for Türkiye

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

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

The Attributes that Constitute the Character of the English Language Curriculum

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

The Focus on the Aspects and Factors of Language Learning

The learners’ learning types, resulting from their cognitive, emotional, physical, social and learning culture aspects, and also factors of learning such as “age, aptitude, learning styles, motivation level, and personality”,

were taken into account in each dimension of the English Language Curriculum such as “field skills”, “learning outcomes”, “learning- teaching experiences and practices”, and differentiated learning practices”. In the Multilingual Foreign Language Education Model, the English Language Curriculum for 5-8, the “four core and three supportive foreign language skills”, “learning outcomes”, and “learning-teaching experiences and practices” were designed and developed according to a “semi holistic-semi inductive (discovery)” approach for years 5-6, and an “inductive (discovery) approach for years 7-8.

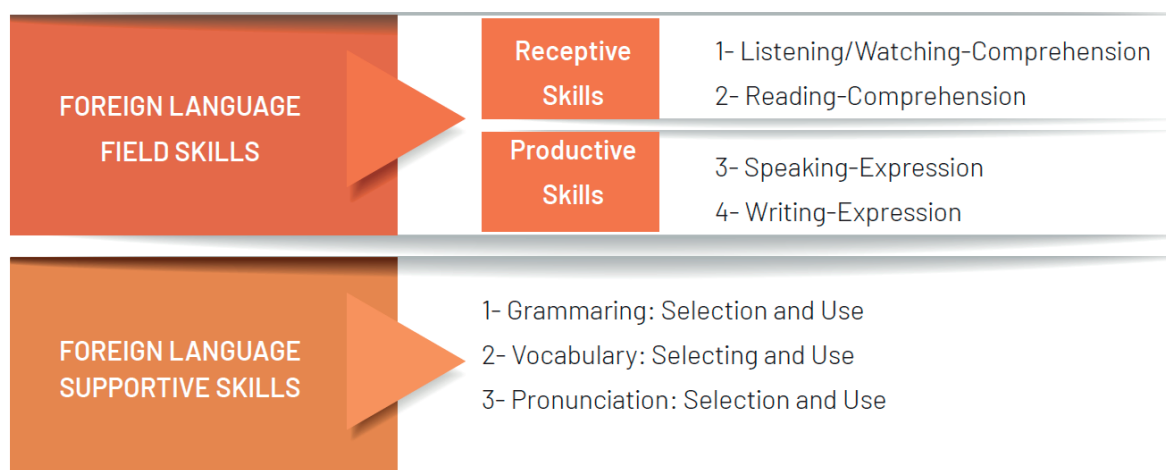
Alignment of the English Language Curriculum with the Common European Framework of Reference for Languages (CEFR)

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

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

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

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



Infographic: Field Skills and Supportive Skills

Terminology for Language Skills

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

Reducing the Number of Themes

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

Simultaneous and Common Revision Programme

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

The Unique Thematic Model

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

throughout learners' language education and to equip them with the ability to understand, express and communicate their knowledge, thoughts, and feelings in English.

Vocabulary Sequence and Distribution

In the English Language Curriculum, the lexical items belonging to each sub-theme are carefully clustered and arranged according to the specific sub-theme content and the sequence of the programmes from A1 to B2. A vocabulary target has been set for each programme and these targets have been carefully arranged to be implemented both in terms of international standards and in terms of the originality and uniqueness of the English Language Curriculum prepared for the Turkish context. For the selection and distribution of the vocabulary, the frequency lists and categories from English corpora in dictionaries, as well as the content produced by leading publishers and international exams, have been reviewed, analysed, and studied. Vocabulary clusters have been listed according to each sub-theme in the programme. These clusters have been examined multiple times discreetly, and word lists have been created for the entire English Language Curriculum.

Background Grammar

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

Integration of Idiomatic Everyday Social Language Expressions

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

Differentiated Learning

Differentiated Learning is one of fundamental components of the English Language Curriculum of the Century of Türkiye Education Model. In the English Language Curriculum, differentiation activities which are held as expanding and supporting activities have been designed by taking the main activities in "learning-teaching experiences" section as central. They are designed by considering the diverse needs of learners to provide a fair and equal learning opportunities to all learners in harmony with their pace and capacity. The design and modification of differentiated activities has been organised in terms of their content and process. Expectations

for the end products have been varied since learners' performance could be different. The environment of learning has also been considered to provide a physically and socially convenient and comfortable milieu for learners. Activities have been carefully graded to achieve the provision of effective and appropriate techniques for a variety of learners with diverse needs.

Integration of Technology into the English Language Curriculum

Technological Pedagogical Content Knowledge (TPACK) is known as a framework to integrate technology into educational programmes in an effective way for teachers to be aware of three major knowledge types: technological, pedagogical, and content knowledge. A significant part of the technological stance of the English Language Curriculum has been designed around the three pillars of this framework: helping teachers recognise what they already know about the language (grammar, vocabulary, phonological aspects, etc.); recognising how much they know about how to facilitate learners' learning (lesson planning, techniques, etc.) and how they can use educational technologies and tools (AI based tools, Internet platforms, etc.); to expand learners' engagement, and deepen their understanding. The conscious use of technology to improve learning-teaching experiences and practices are supported in this way through several apps for designing materials such as digital stories, summaries, picture strip stories, documentaries, songs, poems and so on throughout the themes.

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

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

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

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

National Celebrations and Important Days
18 March Çanakkale Victory and Martyrs' Day
23 April National Sovereignty and Children's Day
19 May The Commemoration of Atatürk, Youth and Sports Day
15 July Democracy and National Unity Day
30 August Victory Day
29 October Republic Day
10 November Atatürk Memorial Day
24 November Teachers' Day
Religious Celebrations and Days
Eid al-Fitr (Eid-al-Ramadan)
Festival of Sacrifice (Eid-al-Adha)
Traditional and National Sports Events in Türkiye
Archery
Oil Wrestling
Mounted Javelin Game
Handkerchief Grab Sack Race Tug of War
Cultural Days and Weeks
26 September Turkish Language Day
20 November Children's Rights Day
Last week of March Library Week
Customs and Traditions
Visiting Elders on Religious Holidays
Ramadan Iftar Meals
Hospitality

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

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

Philosophical Approach to Learning and Teaching

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

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

a) The Aims and Objectives of Learning English

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

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

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

b) The Process of Learning English

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

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

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

English Language Curriculum, the aim for learners is to interact and communicate successfully, but then to transfer their knowledge and skills as successful communicators contributing to their own development, to their own society in which they live in and also to the whole world through English as their foreign language, wherever the use of English language is needed.

To bring these ideas to life, each sub-theme of the main theme in the English Language Curriculum is used to build up a micro socio-cultural context with all possible real-life situations through relevant materials and bring them into the classroom. Learners first learn what these concepts in the sub-themes are about with the help of linguistics elements such as words, phrases, sentences, use of grammatical items and so on. Then they understand and learn how these linguistic elements function in creating semantic meanings in English. They learn how to use them in communicating with other people to express their own understandings through their knowledge, thoughts, ideas, and feelings, and then to understand the perspective of other people in English. Ultimately, the aim of the English Language Curriculum for learners is to transform their communicative competence, capacity, and ability to be good communicators and contributors in their community, in different (multilingual) societies, and in the world to make it a better place.

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

Post-Method Approach

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

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

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

Socio-Cultural Approach and the Communicative Approach

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

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

Through different forms and varieties of English, it can enable speaking communities by articulating speaking communities to express their own identities and can allow different individual and local voices to be heard in global communication contexts rather than dominating with its culture and nativeness through its changing role in the world. In creating themes and course contents of the English Language Curriculum, the “Socio-Cultural Approach” has been adopted as part of the conceptual and theoretical framework, emphasising that English can serve as a common means for people to express their social and cultural voices.

Approaches to Learning and Teaching in the English Language Curriculum

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

1. They are expected to:
 - a) recognise, perceive, identify, understand, and interpret oral/verbal (auditory) and written (visual) content, which contains the language with target language structures, vocabulary and social language correctly and efficiently.
 - b) apply this knowledge and related skills to their own lives and use it effectively in oral/verbal or written communication in English.
 - c) use this knowledge and related skills to understand social and cultural differences to communicate with other people effectively in English.
2. They are expected to find remedies for the problems and issues in the content by recognising, perceiving, and making sense of the functions of the language with the target language structures, words and social language that they are learning, and to express these remedies.
3. In case of a language communication problem with others, they are expected to share the solution with a content that includes the language with the target language structures, words and social language functioning well and can contribute to healthy communication.
4. They are expected to understand and respect the content including rules, principles, situations, thoughts, feelings, and values of other cultures.

5. In situations that require provision of information and/or discussion of content, they are expected to be able to convey this information in a language that includes target language structures, words and social language in a form that they function accurately, and others perceive and understand it.
6. When discussing ideas and opinions, they are expected to justify their ideas and opinions in a consistent and valid way in communication with others by using understandable, accurate and appropriate English.
7. They are expected to use the content in English automatically, authentically, naturally and appropriately in the necessary and appropriate contexts at school and in their personal and social lives outside school.
8. They are expected to have a holistic perspective in understanding different information, emotions, thoughts and justifications with the help of language skills, the accumulation of knowledge, thoughts, and opinions they have gained as a result of understanding, perceiving, analysing, synthesising and evaluating the content, and to reflect this perspective in communicative exchanges and discussions they have with others in English.
9. They are expected to acquire social-emotional skills, literacy skills, higher-order thinking skills and values by integrating them with English language learning skills.
10. They are expected to use all the language skills and other skills integrated with English language skills that they have acquired to improve and develop their own and others' living conditions; to use them for the benefit and development of their country; to use them to develop living conditions in the world and in nature; to play an active role in designing and shaping the future by using these skills to develop innovative and creative ideas.



Infographic: The English Language Curriculum

1.2. PRINCIPLES FOR THE IMPLEMENTATION OF THE ENGLISH LANGUAGE CURRICULUM

- The English Language Curriculum has been structured in alignment with the "Common Document of the Century of Türkiye Education Model". This document should be taken into consideration in planning English lessons; designing and preparing course materials; planning assessment and evaluation processes (both for formal and alternative and process-based assessment and evaluation), designing and preparing assessment and evaluation materials; designing and preparing the contents of coursebooks and other supplementary teaching materials. All educational activities should be planned and carried out to ensure that the learner profile in the Common Document of the Century of Türkiye Education Model is achieved.
- As the English Language Curriculum will be implemented gradually, the deficiencies and problems in the prior learning processes related to the existing level in English should be determined by the teachers in English departments of the schools. The content to address these deficiencies and problems should be determined in the departmental meetings at the beginning of the academic year and should

- be implemented throughout the educational process. There is a revision programme in the English Language Curriculum for each year (grade), to be implemented simultaneously throughout Türkiye. This revision programme consists of the content of the previous level for each new level and/or year (grade). There will be two or four revision themes according to the type of the programme before the first theme of the syllabus prepared for each level and/or year (grade) which will take place in the teaching materials. In this way, learners can both remember the content of the previous level and also can be prepared for the themes of the new level. The revision programmes of English lessons for all years (grades) in Türkiye will contribute to standardisation throughout the country.
- Field skills are used as the basis for creating the learning outcomes in the English Language Curriculum. Process components are identified for each field skill, as well as for each learning outcome. These process components are the basic elements that provide access to the learning outcomes. Accordingly, each process component needs to be experienced by learners in the English language classroom.
- The English Language Curriculum is structured on “foreign language field skills and supportive skills” included in the Common Document of the Century of Türkiye Education Model.
- In the English Language Curriculum, activities and applications have been designed by considering most appropriate approaches, methods, and techniques according to their ages, and language levels. In line with the Post-Method Era Approach to teaching English as a foreign language, the emphasis is on selecting the accurate, appropriate, suitable, and effective techniques and activities for the right place, time, context, material, situation and purpose, according to the age and level of the learners, rather than a specific and single teaching method. Factors that affect language acquisition and learning such as the learners’ age, learning styles, motivation levels, aptitudes, interests, and personality traits are given significant consideration. This strand should be considered and used in an accurate, meaningful and effective way in lesson planning and implementation. Appropriate techniques that can respond to learners’ ages, learning styles, aptitudes, language levels, areas of interest, motivation levels and communication needs and also physical conditions they are in, should be considered, and necessary activities should be designed and implemented accordingly. In this way, they can be supported to acquire and develop their language competence in English. The activities based on techniques from different methods should not be designed in an aimless and ordinary way but in a way that helps learners discover their own learning purposes, ways, situations, and desires. Opportunities needed to be provided for learners to reflect on their learning in this way and to improve their own learning through their own reflection. Individual and collaborative reflection has a great importance in the English Language Curriculum, and has taken place as the last component of each field skill and learning outcome.
- The first of the two Receptive Skills in the English Language Curriculum is the “Listening/Watching-Comprehension Skill”, through which an individual develops to perceive and make sense of the oral-verbal language content produced by a speaker or other source. These sources include the structural features of the language such as the accent, stress, speed, rhythm and also include content and semantic features (related to the theme) such as idioms, terms, words, phrases, clauses, sentences and social and cultural reflections in the context. Learners perceive and understand these with the help of a variety of visuals while learning English during the noticing and recognition” stages. “Reading-Comprehension Skill” is a skill that is developed to perceive and make sense of the written content (text) which is produced with the help of the text type, visual support, use of grammar, use of vocabulary, use of idiomatic language, and the use of all semantic features in this content. Similarly, reading is very important for students to ‘identify, notice, and interpret’ the content and semantic features (related to the theme) such as idioms, terms, words, expressions, phrases, sentences, and the social and cultural reflections in the context. The structural and semantic features of the language are of great importance for both reception and comprehension.
- “Listening/Watching-Comprehension Skill” is a real time, highly fluid and rapid process therefore requires fluid, instant reception and understanding and also rapid and meaningful response and feedback. “Reading-Comprehension”, on the other hand, is a more static, controlled and slower process. In both “receptive skills”, the content conveyed to the learner and learner’s perception of the meaning of the message are based on her/his personal and social relationship to that content. In the English

Language Curriculum “Listening- Comprehension and Reading-Comprehension” skills, which comprise the reception, interpretation, and comprehension process in communication, have been organised with this factual information in mind. In the lesson planning and implementation phases of the English Language Curriculum, activities in which these skills are used need to be carefully planned, created, and arranged with meaningful contextual designs. Learners need to be supported to use these skills in a natural, realistic, effective, efficient, and meaningful way within the context to communicate with others.

- “Speaking-Expression Skill”, is one of the two “Productive Skills” defined, described, and used in the English Language Curriculum. “Speaking-Expression Skill” is a verbal skill that learners develop while learning a language so as to have the competence to communicate with other people by using the content that includes the target sounds, grammatical items, vocabulary, and semantic expressions of that language effectively and meaningfully. The main elements of “Speaking-Expression Skill” are planning, interaction, and communication. In speaking, the learner develops the ability to achieve social interaction and communicative competence by using proper and meaningful content appropriate to the context, situation, place and time; by producing and using the correct sounds and pronunciation; by expressing information, thoughts and feelings correctly, meaningfully, appropriately, clearly and fluently; and by transferring cultural content and messages appropriately and correctly.
- The second of the “Productive Skills”, the “Writing-Expression Skill”, is the learner’s ability and capability to express and convey his/her own knowledge, thoughts, experiences, and feelings in a meaningful and written form by using the content which contains target grammatical items, vocabulary, various forms of self-expression, types of writing, and rules of the language. The acquisition of “Writing-Expression Skill”, which focuses on transfer, expression and production, begins with the “noticing-recognition-comprehension” of relevant input in the content in the English Language Curriculum. The transfer and understanding of information in input is processed through the use of receptive skills such as listening, watching, and reading. The ability and skill to write, express, and explain involves many processes that require planning, implementation and rewriting (by considering the feedback given), and developing the text that allows the development of creativity. This skill is strengthened through different types of writing studies. Activities, plans, and practices in which productive skills are used in the English Language Curriculum, need to be carefully planned, designed, and created in a contextual and meaningful way. Learners need to be supported to develop their communicative competence by using their English “Speaking-Expression” and “Writing-Expression” skills in a natural, authentic, automatic, realistic, effective, efficient and meaningful way within the context.
- “Supportive Skills”, as defined and described in the English Language Curriculum, are processed with all the other language skills. There is a spiral, interdependent, and reciprocal relationship between the field skills and supportive skills therefore all the skills are used in an integrated, unified, spiral, and interconnected manner. Grammatical, lexical (vocabulary) and phonological aspects of a language are most often taken as content knowledge even if their selection and use are mentioned in the relevant literature without positioning and naming them in a specific way as they are related to learners’ “linguistic competence”. In the recognition stage of language learning, language learners encounter, perceive and recognise grammatical items, lexical items (vocabulary) and phonological aspects (pronunciation, intonation, etc.) and are expected to begin to acquire their “linguistic competence” which will later be linked to productive skills. This recognition stage is present in the processing of “Receptive Skills”. It may therefore be necessary to divide the learning of grammar, vocabulary and pronunciation into two stages: recognition stage and selection-use stage. The “use” stage takes place in the processing of “Productive Skills” in language learning through the skills of “Speaking-Expression” and “Writing-Expression”.
- This determination about supportive skills in the English Language Curriculum is not for producing new information. It is rather for positioning the information about the selection and use of grammatical, lexical, and phonological aspects as “Supportive Skills” that take place in theory and practice in a vague way and that leads to considering how to empower learners in acquiring their “pragmatic, strategic, communicative, and sociolinguistic competences”.

- “Grammaring: Selection-Use Skill” is the first of the three “Supportive Skills” in the English Language Curriculum. It is one of the language skills that is approached in the same way as other language skills by using the appropriate methodology and context. For Years 7–8 of lower secondary school, “inductive” learning techniques based on “conscious awareness” are used for this skill. For supporting learners to acquire the functions of this competence, appropriate, and correct activities should be selected in contexts that are natural and authentic. These activities should aim to contribute to the acquisition and development of learners’ communication competence by using English grammar as naturally, correctly, authentically, and automatically as possible.
- Grammar “acquisition” is the situation in which children naturally pick up, adopt, and use the grammatical items and forms (and other elements of the language) of their mother tongue, in a realistic and natural environment and context, without conscious focus, without being aware of it, in an automatic, natural and real way. In the case of foreign language education provided at school, it is described as “language learning” (including grammar and other elements of the language). The elements that define language learning are the artificial environment, planning, conscious learning of rules and short-term goals. In the English Language Curriculum, teaching grammaring aims to build an environment where learners can communicate by using the language with correct grammar in a natural, realistic and meaningful way in context and on a correct and appropriate methodological basis that can make this possible in a natural, realistic, automatic, and meaningful way. This can only be achieved to a certain extent, and the necessary condition for this, is building a continuous, natural and authentic environment in the classroom where grammar is not taught as a subject by the teacher but through the use of appropriate methods, techniques, materials, and activities. For this reason, the process should be supported by a plenty of natural and realistic repetition, revision, interaction, storytelling, role-playing, and communication activities. In the English Language Curriculum, the grammar learning process of primary school pupils (Years 2, 3, 4) is described with the “Holistic Approach”, where the functions of the right hemisphere of the brain are found to be more effective, as explained in the relevant literature, helping them see, hear, and use grammar automatically without being aware of its rules, and where features and activities such as visuals, rhythm, music, movement, drama, and storytelling are used through all aspects affecting learning (physical, cognitive, affective, cultural, and social) together. The process of learning grammar in Years 5 and 6 of lower secondary school is described as the “Semi-Holistic/Semi-Inductive Approach”, using features and activities such as visuals, rhythm, music, movement, drama, and storytelling, which still allow the functions of the right hemisphere of the brain to be effective. At the same time, the functions of the left hemisphere of the brain, which provides awareness, natural and simple inferences, and very simple discoveries, are gradually activated, but there is a condition that grammar should not be taught as a subject by the teacher. Noticing and awareness activities are the most important activities of this approach and do not involve teacher explanation or conscious discovery tasks. For learners in Years 7, 8 of lower secondary school and Years 9, 10, 11, 12 of upper secondary school the “Inductive Approach” is described to learn grammar in a meaningful and appropriate context by discovering the rules themselves. The functions of the left hemisphere of the brain are more effective in this discovery process, by being aware of their meaning, function, usage, form, by using higher-level thinking skills such as examining, comparing and classifying, and by making inferences based on their meaning without using terminology or formulations. In this approach, the functions of the right hemisphere of the brain can still be activated through the activities such as visuals, music, movement, drama, and storytelling in the created course content. In the learning process, it is necessary to create continuous, natural, authentic, and realistic contexts and environments where grammar is not taught as a subject by the teacher in the school classroom but is facilitated to help learners use the language by selecting and using grammar with appropriate techniques and activities in these natural and realistic contexts. In the English Language Curriculum, activating the functions of both hemispheres of the brain as much as possible in all lessons is encouraged so all the activities need to be carefully planned, designed and created in a contextual and meaningful way in lesson planning and practice so that learners can and use English grammar in a natural, authentic, automatic, realistic, effective, efficient, and meaningful way according to the context, and thus can acquire and develop their communicative competence.

- In English Language Curriculum, one of the three “Supportive Skills”, “Vocabulary: Selection-Use Skill” is based on the learner’s positioning and using the target words after recognising, perceiving, and understanding them through “Receptive Skills” in the target content in a way that is appropriate for the context, situation, place and time. They also remember, recall and add previously learned vocabulary that are appropriate for the situation and context, to the context, and select and use them correctly, effectively and meaningfully. These stages have been identified, revealed and applied in the “process components” of the “field skills” and then transferred to the “learning outcomes”, and finally to the “learning-teaching experiences” sections of the themes in the English Language Curriculum.
- “Vocabulary acquisition” is the situation in which children pick up and adopt words without noticing and analysing them in their mother tongue. “Vocabulary learning” on the other hand, is the process that takes place in the artificial environment of the classroom, not in the natural contexts and environments of second/foreign language. In order to be sure that words are used naturally, authentically, correctly, meaningfully, and effectively in learners’ interaction and communication processes, it is necessary to practise them by being aware of their meaning in a way that is appropriate to the context, their form, pronunciation and uses. Activities in which this skill is used should be carefully planned, designed, and created in a contextual and meaningful way in the lesson planning and implementation process included in the English Language Curriculum so that learners can use English vocabulary in a natural, authentic, automatic, realistic, effective, efficient and meaningful way in context and thus gain communicative competence.
- The third of the three “Supportive Skills” in the English Language Curriculum is the “Pronunciation: Selection and Use Skill”. Phonological skills help learners to use the sounds, accents, rhythms, tones, intonation, and pronunciation of the language correctly; to reflect the content of the speech correctly; and to interact and communicate efficiently and effectively. This skill is supported with activities through listening practice including listening exercises, repetition, imitation, pronunciation exercises, listening to peer recordings and giving individual feedback, listening to individual voice recordings and reflecting individually during automatic selection, use and reflection sessions. As with other skills, the correct and appropriate use of pronunciation facilitates learners’ language learning experience by giving meaning to the content. This content should support the provided verbal information and make the content of the verbal information meaningful. In lesson planning and implementation, activities that use this skill need to be planned, designed, and built in a contextual and meaningful way where learners are expected to use English pronunciation naturally, authentically, efficiently, automatically, and meaningfully.
- The English Language Curriculum also aims to support learners to develop their “sociolinguistic and pragmatic competence” through communicative and collaborative activities relevant to different cultural content and contexts. The “social language expressions” used in all the themes are part of this, as learners can access the real- world language by learning them inside the classroom and using them inside or outside the classroom in their personal lives. For supporting learners to acquire “social competence” through meaningful oral/verbal and in written contexts in a way that is appropriate to their English language levels, it is necessary to provide opportunities for them to use English effectively, meaningfully correctly, naturally, authentically, realistically, and fluently in their social communication, inside and outside school. This need to be considered in the design and implementation of all course contents very carefully.
- As described in the English Language Curriculum, it is essential that all processes written for “learning outcomes” and “process components” need to be considered and implemented in the lessons. In addition to this, in recommended practice, lesson planning activities should be carried out counting all related and integrated programme components, especially the “learning outcomes and process components” of the relevant theme. All the applications can be differentiated accordingly.
- In the English language classroom, it is necessary to create a learning environment that encourages the active participation of learners. Similarly, a classroom climate in which personal ideas can be shared independently and the development of social and emotional skills is supported should be created.
- Activities such as questioning, researching, observing and experimenting should be carried out with an interdisciplinary and contextual approach, based on the language level of learners in the class. They

- should be planned and implemented by the teachers of English departments carefully.
- In the English Language Curriculum, “establishing links” section has been described and designed as an important part before moving on to the “learning-teaching experiences” section of the themes. The first stage of the three-stages of “establishing links”, should provide the necessary preliminary information to facilitate the processing of the theme. The second stage should summarise what needs to be done to be ready to process the “learning-teaching practices” section. In the last stage, it should be indicated how the learners can use the knowledge, experience, and skills they develop throughout the themes, or to which disciplines they can transfer them and especially in which areas they can use them in their real lives.
 - The “learning-teaching experiences” section in the themes is presented in a comprehensive framework to provide learners with a holistic perspective. This holistic perspective is seen as a supportive element for learners. The section guides the teacher to use different teaching approaches, methods, techniques, and activities to facilitate learners to become aware of their own learning and individual learning strategies they can use, to achieve constant learning, to perceive their own learning process, to be aware of the spiral flow and interdisciplinary relationships in the learning process within this holistic perspective along with the social use of the language in social contexts.
 - “Reflection” is a significant component of the English Language Curriculum. Learning-teaching experiences are organised in a way that “field and supportive skills” and “learning outcomes” gain meaning together within the course flow and facilitate learners to reflect on their learning about the activities. Both individual and collaborative reflection takes place in the flow of “learning-teaching” process as described in the “field skills” and “learning outcomes” sections.
 - The English Language Curriculum has been prepared by taking into consideration “field skills and supportive skills”, “conceptual skills”, “dispositions”, “inter-curricular components (social-emotional learning skills, values, literacy skills)”, “inter-disciplinary relationships”, “inter-skills”, “content frame”, “generalisations and key concepts”, “indicators for learning”, “learning-teaching experiences (basic acceptations, pre-evaluation process, establishing links, learning-teaching practices)”, “differentiation (expansion and supporting)”, and “teacher reflections”. Therefore, learning outcomes should be addressed in accordance with the principles of progression, spirality, and sequentiality as specified in the themes.
 - In the process and flow of “learning-teaching experiences” section, all language skills have been followed from easy to difficult, from known to unknown, from more controlled to more open-ended and communicative, according to the relevant language level. Branching learning has been attempted throughout these processes. Collaborative, interactive, and communicative activities have been suggested throughout the themes constantly. The main aim of foreign language learning, “to communicate by filling information gaps through reciprocal and mutual interaction, sharing, and exchanging ideas”, has been included in the flow of “learning-teaching experiences” section by using all language skills. This flow and methodological stance should be followed in the classroom to facilitate learners’ learning experiences.
 - One of the principal aspects of the English Language Curriculum is field and supportive skills which are pursued, processed, and developed in a holistic, integrated, spiral and recycling manner within the themes. To provide and maintain this, each theme begins with a holistic introductory story, as a context for teaching and learning the language. The introductory story is planned to be a digital film with a script presenting the linguistic and semantic elements such as target grammar, vocabulary, phonological aspects (pronunciation, intonation, etc.), and social language expressions, appropriate to the language level, needed to learn the theme. The perception of the general topic of the theme is provided with the visuality and movement of the digital introductory story (film). The target grammatical structures, words, pronunciation, and social language expressions in the story are presented both visually and verbally. With the flow of language skills, this introductory story is revisited several times for grammar, vocabulary and social language content to understand the general topic first. This rich content is used as the basic context throughout the theme. These returns/revisits involve the use of skills beginning with reception and gradually turns into production. By using all skills in an integrated and spiralling way,

the learner is enabled to bring the theme into real life and use it in communication.

- The English Language Curriculum includes different contents that are consistent with the learning outcomes, taking into account the learners' readiness and learning styles and strategies in a way appropriate to their language levels. Written materials such as puzzles, paragraphs, reading passages, short stories, novels, poems, articles, worksheets, magazines, reviews; visual materials such as illustrated-cartoon-anime-continuous stories, posters, picture cards; preparation and verbal/audio/visual materials such as rhymes, songs, dialogues, games, simple story recitals, podcasts, documentaries, interviews, radio programmes, educational videos, story videos, short films, presentation contents, chat groups, simulations, animations, etc. have been suggested as sources for learning experiences. While preparing such learning-teaching materials, cooperation and collaboration should be provided by department teachers and other branch teachers.
- After the introduction of each theme is provided with a contextual and introductory digital introductory story (film), the flow of all the language skills are given a place in an integrated way. There is a unified design in the "Speaking-Expression" skill to accompany other skills throughout the theme. "Grammaring: Selection-Use, Vocabulary: Selection-Use, Pronunciation: Selection-Use" skills are used and practised with the "gamification" techniques and aimed to be used effectively in communication. The impact of such practice activities on learning should be taken into consideration.
- In the English Language Curriculum, the reading skill is of great importance because reading texts create a written context providing input and providing reception of the language. In primary school classes, group, vocal and fun "pyramid reading" and "radio reading" techniques, which are also used for pronunciation are preferred. In secondary school, "silent jigsaw reading" techniques, which are especially useful and effective for crowded classes are suggested. It should not be forgotten that reading should be vocal for pronunciation and silent for meaning. It should also be remembered that aloud reading in turns serves neither purpose and wastes time. Reading skills in the English Language Curriculum are studied through reading sections that include the written version of the digital introductory story and also various other reading passages.
- "Content and Language Integrated Learning (CLIL)" is one of the methodological components of English Language Curriculum. In CLIL, English is taught through other disciplines. The main aim is to teach both the content and the language together in a simultaneous way. Culture is also an important part of CLIL. Local, target, and international cultures can be learned through several contents by integrating them into CLIL activities. All language skills are proposed to be used for "CLIL" in the English Language Curriculum. Information processing, problem solving, researching, collaboration, critical thinking, and discussion techniques need to be used while working in CLIL. It must be seen as an important means of learning about one's own and other people's cultures, developing awareness of them; seeing new contextual uses of English created with other disciplines, and understanding and explaining content related to other cultures and disciplines in English.
- Consolidation is a significant process in English Language Curriculum. Content covering all grammatical items, target vocabulary, and social language is consolidated on a regular basis through enjoyable and meaningful activities. Ongoing cartoon-anime-picture-photo strip stories with resident characters are suggested to consolidate the content of the themes in a vivid context. All language skills are used to consolidate the content and to provide communication by producing new contents and contexts while revising the knowledge and skills acquired and remembered.
- "Performance Assignments" are also important part of English Language Curriculum, which are based on searching (research), constructing (creating), and presenting real-life productions and remedies several issues. As part of the "Action-Oriented Approach, the Communicative Approach and Task-Based Approach" to teaching and learning, they are processed with versatile activities such as drama, narration, role-play, presentation, gamification, etc. in English Language Curriculum to support learner autonomy, "differentiated learning", and collaborative learning. They are used in order to reconstruct the content covering the language including all the target language items, grammar, vocabulary, and social language expressions. In each theme there are many tasks also there is a performance assignment in which students can apply and expand what they have learnt in the theme collaboratively in a new context

to strengthen their “productive and supportive skills”. Learners prepare performance assignments to remember, revise, consolidate, use, and produce new and meaningful contexts for all theme contents according to their language levels. Digital means and tools are also recommended to be used in the production of written and visual content with the guidance of the teacher. It is very important that these performance assignments which should be original, creative, versatile, meaningful, revisional, and consolidating should also reflect the perspectives of the learners about learning. The teacher’s and peers’ feedback and individual and collaborative reflection are very significant part of the performance assignments in the English Language Curriculum.

- In the English Language Curriculum “values” are presented according to the target content in the theme, the process of learning-teaching experiences, and learning outcomes. Learners are expected to internalise these values and reflect them in their daily lives. For this, learners needed to be provided with the opportunity to apply the value they realise during the process of examining and understanding the content in the activities in the themes.
- In the studies conducted in the English Language Curriculum or in the products such as projects, portfolios, poems, songs, articles, stories, reviews, etc., attention should be paid to issues related to copyright and protection of personal data. Content should be created that complies with the constitution and laws, considers the sensitivities of individuals or society, reflects national and moral values, and respects the rights and freedoms of individuals. Learners should be made aware of their legal rights and responsibilities when creating and sharing content.
- In the English Language Curriculum, the activities included in the expansion and supporting sections in the “differentiation” section do not take place in teaching materials. However, some e-contents are prepared by the material developers for the implementation of their contents. All practices and activities within the scope of differentiation should be planned and implemented by teachers, taking into account the interests, needs, and requests of the learners.
- It is important to include reading texts that broaden students’ horizons, inspire and encourage them, and reflect Türkiye’s achievements to date, its internationally renowned works, its visibility, vision, and recent successes, as well as texts, including digital content, that explain the significant and unique contributions of our country’s institutions and people in the English Language Curriculum. It is essential that the selected reading texts align with national, spiritual, cultural, and moral values of our country. Reading materials should be chosen to support the idea that students learn about the values of our history, culture, and civilisation accurately.
- In the English Language Curriculum, the aims, objectives, methods, criteria and tools of assessment/evaluation based on the learners’ English levels have been included as an essential part. An alternative assessment/evaluation scheme has been designed to assess/evaluate English-related knowledge and skills in creating new meaningful content and communicating through it. The components of the English Language Curriculum have been made a meaningful part of learning and evaluation. Instead of assessing/evaluating “values, dispositions, literacy skills and social-emotional learning skills” with marks and scores, some alternative evaluation tools including classroom-based and/or out-of-classroom activities such as performance tasks, portfolios, projects, diaries, interviews, drama studies, etc. have been used to evaluate their development together. These components are also among the criteria taken into consideration in the evaluation tools and marking/scoring keys of such performances and achievements. These alternative evaluation techniques have been included in the English Language Curriculum to evaluate language skills, collaborative activities such as pair and group work, and creative, productive, and communicative activities according to language levels. The evaluation criteria for each skill are listed as “purposes, indicators, application, frequency of use, evaluation tools, and evaluation focus” and are defined and described according to learners’ language level. This list is provided in the entry section of the English Language Curriculum. It is not compulsory to assess/evaluate every skill in every lesson. Teachers can choose any of the assessment/evaluation tools for the skills on the assessment/evaluation list according to the needs and learning outcomes of the theme. In school practice, these forms of assessment/evaluation should be varied according to language levels, dispositions, abilities, needs, and special situations of the learners and the context. The measurement

and evaluation of performance development, which include knowledge and skills, should contain activities about situations, problems, and solutions that are interesting, related to everyday life. These activities should also be about situations, problems, and solutions that can be encountered in distant or close environments when using English in communication with others. Performance and proficiency in the use of the language should be assessed/evaluated according to these criteria. Learners should be provided with feedback on the linguistic, cultural, and social formation of their performance which is non-judgemental, motivational, supportive, and facilitative of their learning. Throughout the whole assessment/evaluation process, digital technologies can be used to make the applications and implementation more practical and functional.

Assessment and Evaluation Scheme for Years 5 and 6

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

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

Oral and/or written feedback and a rubric scheme given to students in advance. **Evaluation/Assessment Focus:** Evaluation is based on the categories such as accuracy, creativity, effort, completeness and organisation of the entries/submissions.

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

group work activities meaningfully and efficiently by using relevant and appropriate target vocabulary, pronunciation, and language chunks in context. **Indicators:** Effective performance of roles, participation, contribution to group outcomes, efficient and effectively and meaningfully. **Frequency:** Monthly during and after observation and monitoring sessions. **Evaluation/Assessment tools:** An observation checklist, a rating scale, and/or rubrics. **Evaluation/Assessment Focus:** Evaluation is based on collaboration, content relevance, accurate and meaningful use of language with target vocabulary, pronunciation, and language chunks in context, and successful engagement in communication process by encoding and decoding the messages accurately and meaningfully.

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

Assessment and Evaluation Scheme for Years 7 and 8

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

- 4) **Evaluating listening/watching and comprehension:** **Objective:** To listen/watch efficiently for comprehension to be able to engage in spoken language from people or technology-based digital audio-visual materials to develop critical thinking skills by using various strategies and techniques such as listening for gist, listening for scanning, dictation, listening and note taking, collaborative discussions, and so on. **Indicators:** Accurate understanding of the spoken content, responses to closed, semi-closed or open-ended questions in comprehension activities, successful participation and turn taking

in various listening activities. **Frequency:** At least once in a month, on a regular basis. **Evaluation tools:** An observation checklist and/or observation grids for monthly monitoring sessions. **Evaluation/Assessment focus:** Evaluation is based on effective comprehension, inference skills, understanding of the main idea, attention to details, interpretation skills, and successful engagement in communication by encoding and decoding the messages accurately and meaningfully.

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

An observation checklist and/or monitoring grids, a rating scale, and/or rubrics, closed, semi-closed and open-ended/communicative asking-answering exercises and activities, paraphrasing, summarising and deducing sessions. **Evaluation/Assessment focus:** Evaluation will be based on reading fluency, effective comprehension, ability/capability to infer meaning from the text, to interpret text, and to generate critical thinking from the text.

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

material preparation skills, creativity, organisation, content relevance, coherence, presentation skills, effort, originality, accurate and meaningful use of language with target vocabulary, pronunciation, and grammar, and effective communication process.

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

1.3. ENGLISH CURRICULUM: THEMES, LEARNING OUTCOMES, AND TIMETABLES OF MULTILINGUAL FOREIGN LANGUAGE EDUCATION MODEL

YEAR 5 (LEVEL: A2+B1)

Basic Themes	Sub-themes	Number of Learning Outcomes	Class Hours	Time Percentages (%)
1. SCHOOL LIFE	-School rules -People, roles, and responsibilities at school -School routines -National days and celebrations	20	23	4.57
2. CLASSROOM LIFE	-Classroom rules and instructions -Roles, responsibilities, and relationships in the classroom -Daily and study routines and activities in the classroom (extended school subjects & timetables) -Cardinal numbers 100-500 -Ordinal numbers 1-50	20	23	4.57
3. PERSONAL LIFE	-Body parts and physical appearance and (features) -Clothing and dressing -Personality traits	20	23	4.57
4. FAMILY LIFE	-Family members' jobs and workplaces -Daily and job routines of family members -Different types of houses	20	23	4.57
5. LIFE IN THE NEIGHBOURHOOD & CITY	-Attractions and recreational places in the neighbourhood and city -Services in the neighbourhood and the city -Transportation in the neighbourhood and the city	20	23	4.57
6. LIFE IN THE WORLD	-Continents, countries, nationalities, and languages -Different cuisines from the world -Food festivals from different parts of the world	20	23	4.57
7. LIFE IN NATURE	-Animals in nature and habitats -Daily activities and nature -Activities in nature	20	23	4.57

8. LIFE IN THE UNIVERSE	-Planets in the solar system -Facts about planets -Earth as a planet -Extreme weather conditions	20	23	4.57
9. SCHOOL LIFE & EDUCATION	-Schools from different parts of the world -Extracurricular activities at school -Clubs at school	20	23	4.57
10. CLASSROOM LIFE & LEARNING	-Technological classroom tools -Learning activities in the classroom -Cardinal and ordinal numbers	20	23	4.57
11. PERSONAL LIFE & WELL-BEING	-Body parts -Human illnesses and diseases -Keeping good health	20	23	4.57
12. FAMILY LIFE & HOME	-Family members' abilities and skills -Hobbies of family members -Different lifestyles of families in different houses	20	23	4.57
13. LIFE IN THE NEIGHBOURHOOD & CITY & SOCIAL LIFE	-Cultural and historical places in the neighbourhood and the city -Festivals and events in the neighbourhood and the city -Transportation in the neighbourhood and the city	20	23	4.57
14. LIFE IN THE WORLD & CULTURE	-Capitals of countries -Landmarks and famous places in capitals and cities -Sport events in various parts of the world and sports culture (fair play)	20	23	4.57
15. LIFE IN NATURE	-Natural resources -Animals in nature and their habitats -Protecting natural resources and animals	20	23	4.57
16. LIFE IN THE UNIVERSE & FUTURE	-Astronaut life on space stations -Space explorations -Life in the future	20	23	4.57
ORIENTATION		-	28	5.56
REVISION PROGRAMME		-	56	11.11
EVALUATION AND ASSESSMENT		-	28	5.56
SCHOOL-BASED PLANNING*		-	24	4.76
TOTAL		160	504	100

YEAR 6 (LEVEL: B2.1)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE & EDUCATION	- School rules - People, roles, and responsibilities at school - School routines - National and religious days, festivals, and celebrations	20	27	9.38
2. CLASSROOM LIFE & LEARNING	- Preferences for learning activities - Preferences for learning technologies	20	27	9.38
3. PERSONAL LIFE & WELL-BEING	- Mobile phones and their impact on health and social life - Personal preferences for films and visual arts	20	27	9.38
4. FAMILY LIFE & HOME	- Relationships, problems, and solutions in the family - Different families and family houses	20	27	9.38
5. LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE	- Different lifestyles in the city and rural areas - Sports events in the city and rural areas	20	27	9.38
6. LIFE IN THE WORLD & CULTURE	- Personal habits and routines for food - Different local and international food types and cooking styles	20	27	9.38
7. LIFE IN NATURE & GLOBAL PROBLEMS	- Natural disasters and their harms on animals and nature - Natural disasters and their harms on humans	20	27	9.38
8. LIFE IN THE UNIVERSE & FUTURE	- Life in the universe - Life in the future - Space and technology	20	27	9.38
ORIENTATION		-	8	2.78
REVISION PROGRAMME		-	32	11.11
EVALUATION AND ASSESSMENT		-	16	5.56
SCHOOL-BASED PLANNING*		-	16	5.56
TOTAL		160	288	100

YEAR 7 (LEVEL: B2.2)

Basic Themes	Sub-themes	Number of Learning Outcomes	Class Hours	Time Percentages (%)
1. SCHOOL LIFE & EDUCATION	- Educational activities, competitions, and celebrations at school - School trips - National Days and Celebrations	24	24	9.52
2. CLASSROOM LIFE & LEARNING	- Learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning	24	24	9.52
3. PERSONAL LIFE & WELL-BEING	- Advantages and disadvantages of social media - Staying healthy and fit	24	24	9.52
4. FAMILY LIFE & HOME	- Future houses - Family members' plans (for the future)	24	24	9.52
5. LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE	- Helping people in need in the neighbourhood and the city - Technology in cities and rural areas	24	24	9.52
6. LIFE IN THE WORLD & CULTURE	- Healthy food and unhealthy food in the world (ecological food) and international events	24	24	9.52
7. LIFE IN NATURE & GLOBAL PROBLEMS	- Influence of technology on global issues (health) - Influence of technology on problems and solutions about nature	24	24	9.52
8. LIFE IN THE UNIVERSE & FUTURE	- Time travel - Future technologies and their use (robots, robotics)	24	24	9.52
ORIENTATION		-	7	2.78
REVISION PROGRAMME		-	28	11.11
EVALUATION AND ASSESSMENT		-	14	5.56
SCHOOL-BASED PLANNING*		-	11	4.37
TOTAL		168	252	100

YEAR 8 (LEVEL: B2.3)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE & EDUCATION	-School traditions and events -Exams and challenge for success at school -National and religious days, festivals, celebrations	24	17	9.44
2. CLASSROOM LIFE & LEARNING	-Challenges in the classroom and improving classroom environment -Pros and cons of online learning and traditional learning	24	17	9.44
3. PERSONAL LIFE & WELL-BEING	-Self-care and mindfulness for well-being -Creating a personal wardrobe and sustainable fashion	24	17	9.44
4. FAMILY LIFE & HOME	-Family reunions and celebrations -Relationships between the family and the community	24	17	9.44
5. LIFE IN THE NEIGHBOURHOOD & CITY & SOCIAL LIFE	-City development and city services -Future of cities	24	17	9.44
6. LIFE IN THE WORLD & CULTURE	-Global cuisines -Cultural food habits and cultures -Impact of technology and media on people's life and culture	24	17	9.44
7. LIFE IN NATURE & GLOBAL PROBLEMS	-Impact of technology on global issues -Impact of consumerism on people's life and nature	24	17	9.44
8. LIFE IN THE UNIVERSE & THE FUTURE	-Search for habitable planets and famous space missions -Plans and hopes for the future	24	17	9.44
ORIENTATION		-	5	2.78
REVISION PROGRAMME		-	20	11.11
EVALUATION AND ASSESSMENT		-	11	6.11
SCHOOL-BASED PLANNING*		-	8	4.44
TOTAL		168	180	100

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

1.4. ENGLISH COURSEBOOKS FOR YEAR 5 OF LOWER SECONDARY EDUCATION/SCHOOLS IN MULTILINGUAL FOREIGN LANGUAGE EDUCATION MODEL- FORM NUMBERS AND BOOK SIZES

COURSEBOOKS	PAGE NUMBERS FOR EACH THEME	FORM NUMBERS *	BOOK SIZES
COURSEBOOK ENGLISH-YEAR 5	14 X 16	24-30	19,5 cm X 27,5 cm
WORKBOOK ENGLISH-YEAR 5	8 X 16	8-16	19,5 cm X 27,5 cm
TEACHER'S BOOK ENGLISH-YEAR 5	14 X 16	24-30	19,5 cm X 27,5 cm

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

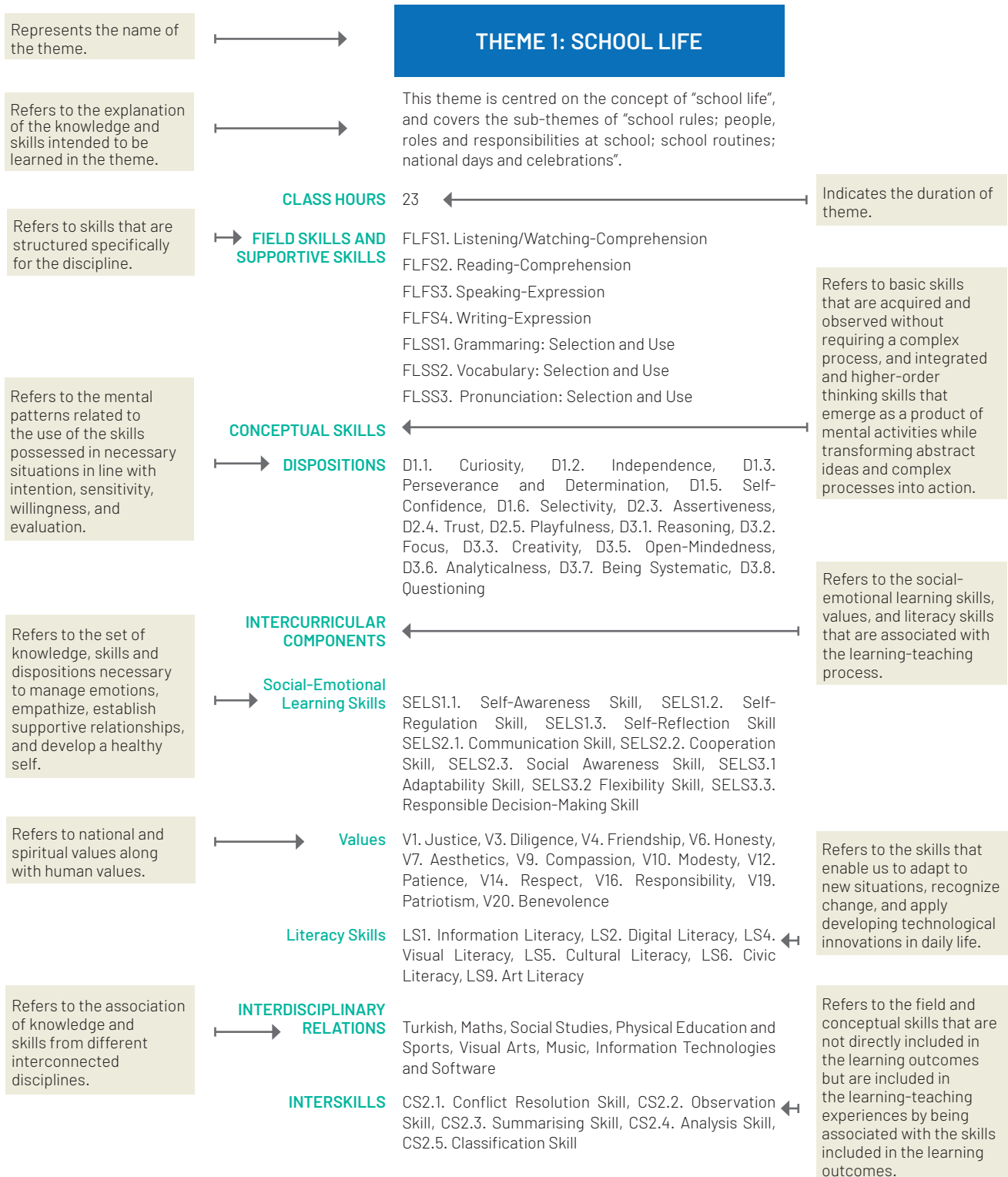
1.5. ENGLISH COURSEBOOKS FOR YEARS 6, 7, 8 OF LOWER SECONDARY EDUCATION/SCHOOLS IN MULTILINGUAL FOREIGN LANGUAGE EDUCATION MODEL- FORM NUMBERS AND BOOK SIZES

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

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

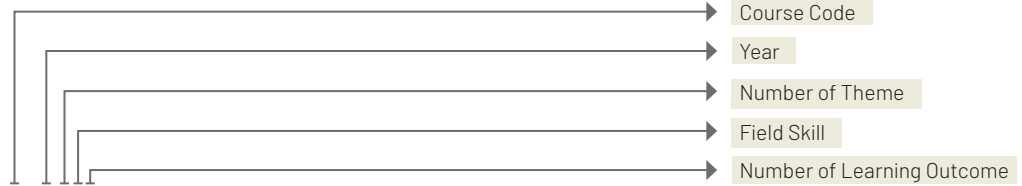
1.6. STRUCTURE OF THE ENGLISH LANGUAGE CURRICULUM

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



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

LEARNING OUTCOMES and PROCESS COMPONENTS



ENG.2.1.L1. Students can

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*

CONTENT FRAME

SCHOOL LIFE:

Sub-themes: "School rules; people, roles and responsibilities at school; school routines; national days and celebrations".

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

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

Generalisations/Principles/Key Concepts

Generalisations

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

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

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

INDICATORS FOR LEARNING (Assessment and Evaluation)

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "school life" and its components, such as "school rules; people, roles and responsibilities at school; school routines; national days and celebrations".

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

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

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "school life" and its components, such as "school rules; people, roles and responsibilities at school; school routines; national days and celebrations".

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

Establishing Links

Pupils are asked to recall the current (theme) concept of "homes, houses and the neighbourhood and its components such as life in the countryside; farmhouses and farm animals; activities and chores on a farm", by remembering their previous/pre-existing background knowledge about it...

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

DIFFERENTIATION

Expansion

Objective: To write, ask and answer questions about classroom responsibilities using the target vocabulary and language chunks/items.

Activity 1: What do students have to do?

The teacher divides students into two groups, gives cards to each group and asks them to write down answers to the question, "What do students have to do in the class?".

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

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

Supporting

Objective: To write, ask and answer questions about classroom responsibilities using the target vocabulary and language chunks/items.

Activity 1: What do students have to do?

The teacher divides students into 2 groups, gives cards to each group and asks them to write down answers to the question, "What do students have to do in the class?".

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

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

2. MULTILINGUAL FOREIGN LANGUAGE EDUCATION MADEL

YEAR 5 (LEVEL: A2)

THEME 1: SCHOOL LIFE

Sub-themes: School rules; people, roles and responsibilities at school; school routines; national days and celebrations

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

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.1.L1. Students can get ready for the listening/watching-comprehension process for the current content on “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “school life” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.1.L2. Students can bring information about the current content on “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” together through significant details and main components while listening (to) /watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.1.L3. Students can make meaning of/derive meaning from the current content on “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” through significant details by listening (to) /watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.1.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.5.1.P1 Students can select and use the target phonological elements of the current content about “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.1.R1 Students can get ready for the reading-comprehension process about the current content on “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.1.R2. Students can bring information about the current content on “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.1.R3. Students can make meaning of / derive meaning from the current content about “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.1.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.1.V1. Students can select and use the target vocabulary of the current content about “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.1.G1. Students can select and use the target grammatical elements of the current content about “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*

- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks/items presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks/items that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks/items in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks/items provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks/items that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks/items when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.1.W1. Students can get ready for the writing-expression process about the current content on “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.1.W2. Students can understand the model/example for the writing task about the current content on “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.1.W3. Students can organise a content for the assigned writing task on the current content “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.1.W4. Students can individually construct/form content for the assigned writing task on the current content “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks/items accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.1.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.1.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.1.S1. Students can get ready for speaking-expression process about the current content on “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.1.S2. Students can use the model/example for producing verbal content about the current content on “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.1.S3. Students can organise a new verbal content on “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*

- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.1.S4. Students can construct a new verbal content on “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks/items, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.1.S5. Students can reorganise (reconstruct) and use information about the “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.1.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

SCHOOL LIFE

Sub-themes: “School rules; people, roles and responsibilities at school; school routines; national days and celebrations”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for school rules: Verbs: To arrive at school on time, to bring (pens, books, etc.), not to bring food or drink into the classroom, not to bully, to follow safety instructions, to help new students, to raise your hand before you speak, to speak kindly (to your teacher and classmates), to throw (your rubbish in the bin), not to run in the corridor (hallway-AmE), not to shout, to obey rules, not to make noise in the library.

Vocabulary for people at school: Nouns: A boy, a caretaker, a child, children, a classmate, a cleaner, a friend, a girl, a headmaster/headmistress (principal-AmE), a headteacher, a librarian, a man, a parent, a pupil, student, a school nurse, a teacher, a woman, a counsellor (counselor-AmE).

Vocabulary for roles and responsibilities at school: Verbs: To ask questions, to attend (meetings), to do tasks, to enjoy learning, to follow (instructions), to guide (their child), to learn, to manage (the classroom), to offer support, to organise books, to participate in (activities), to give health advice, to support classmates, to take care of (students’ health), to give medical advice, to take care of the building.

Vocabulary for school routines: Verbs: To arrive (at school), to borrow (a book), to check (your timetable), to clean (the board), to enter (school/classroom), to follow (the teacher’s instructions), to go to (the library/canteen), to have a break (recess-AmE), to help (a teacher/a friend), to help (a teacher), to leave (school/classroom), to play in the garden (yard-AmE), to take (notes), to stand (in line), to turn on/off (the light/computer), to use the toilets (restrooms-AmE), to walk in the corridor (hallway-AmE), to study for exams.

*About “Background Grammatical Structures in Use”:

The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Grammatical Structures in Use:

- The Simple Present Tense (Positive, Negative, Interrogative forms): (Everyone wears a uniform at school. Students arrive at school at 8:00 am.)
- Modal "Can" for Permission: (You can't bring food or drink into the classroom. Can I use the computer for my research project?)
- Modal "Must" for Obligation and Prohibition: (Students must bring their books, notebooks, pencils to class.)
- Personal Pronouns: (I arrive at school on time every day. We participate in school events and activities.)
- Wh- questions (who-when-what): (When do you arrive at school in the morning?)
- Articles (a, an, the): (We have a break at 10:30 a.m. at school every day.)

Background Grammatical Structures in Use:

- To be: Present: (Punctuality is important at school.)
- Imperatives: (Do not bully others. Follow the instructions carefully.)

Functions of the Target Grammatical Structures in Use:

- Use of Imperatives: Giving commands.
- Use of The Simple Present Tense: Describing routines, facts, habits, general truths, and permanent situations.
- Use of "Can" for Permission: Asking or giving permission.
- Use of "Must" for Obligation and Prohibition: Expressing obligations or rules.
- Use of Personal Pronouns: Indicating who is involved in the action, possession, and/or other relationships in a sentence.
- Use of wh- Questions (who-when-what): Asking about things, actions, ideas, a time of an event, about people in an action.
- Use of Articles (a, an, the): Referring to a specific or non-specific nouns.

Functions of the Background Grammatical Structures in Use:

- Use of "To be": Present: Expressing a state, a condition, an identity or a location.
- Use of Imperatives: Giving commands.

Target Social Language Expressions in Use:

- Please! No chewing gum in class!
- Our school always puts on a show for important days!
- We had a blast at our school celebration!

Target Phonological Sounds in Use:

-Intonation of positive statements

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “school life” and its components, such as “school rules; people, roles and responsibilities at school; school routines; national days and celebrations” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “school life” and its components, such as “school rules; people, roles and responsibilities at school; school routines; national days and celebrations” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Schools, rules, school rules, people, roles, responsibilities, people at school, roles at school, responsibilities at school, school routines, national days, national celebrations.

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

PERFORMANCE ASSIGNMENT: Students will work on a project titled “My School Life” that focuses on school rules, the roles and responsibilities of people at school, and daily school routines. They will create a colourful poster or a short video showing the important rules they follow at school, describe the roles of teachers, students, and staff, and explain their daily school schedule using simple sentences and drawings or pictures. The project should focus on how everyone works together to make the school a happy and safe place. Students will present their projects to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme is based on the students’ knowledge of “school life” and its components, such as “school rules; people, roles and responsibilities at school; school routines; national days and celebrations”. As they are lower secondary school students in year 5 (five), they can know what “school life” and its components, such as “school rules; people, roles and responsibilities at school; school routines; national days and celebrations” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about “school life” and also some necessary language chunks/items in English from the previous themes and/or years. These grammatical language chunks/items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical language chunks/items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "school life" and its components, such as "school rules; people, roles and responsibilities at school; school routines; national days and celebrations". Recalling and practising with relevant vocabulary and grammatical language chunks/items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "school life". Their knowledge of the days of the week and holidays will help them learn and practise important national holidays such as "the Republic Day of Türkiye". Therefore, a dialogue game can be played to revise all vocabulary and grammatical language chunks/items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical language chunks/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical language chunks/items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of "school life" and its components such as "school rules; people, roles and responsibilities at school; school routines; national days and celebrations" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.1.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” as a general concept in the current (new) theme (**D3.2, SELS1.1, V1.1, V1.2, V3.2, V6.2, V14.3, V16.3, V19.1, V19.2, LS1, LS4, LS5, LS6, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about “school life” and the pictures, realia, etc. they can easily answer what the current theme will be “school life” and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, LS2, LS4, CS2.10, CS2.17**).

ENG5.1.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “school life” shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the current theme “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” in it as a whole (**CS2.13**) without stopping the video at any point, so that the students can understand the theme holistically (**D3.2, SELS1.1, V1.1, V1.2, V3.3, V3.4, V6.2, V14.3, V16.3, V19.1, V19.2, LS2, LS4, LS5, LS6, CS2.14, CS2.16.2**).

ENG5.1.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”, some realia brought into the classroom by the teacher could be used (**V1.1, V1.2, V6.2, V14.3, V16.3, V19.1, V19.2, LS5, LS6**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story (**CS2.6**). When they

have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.1.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.1.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “school life” and the words and/or word groups for “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V1.1, V1.2, V3.3, V6.2, V14.3, V16.3, V19.1, V19.2, LS4, LS5, LS6, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”, the students listen **(V19.1, V19.2, CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the

teacher says the words/word groups and acts them out. These activities can be done through the actions for “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” (**D2.3, D2.5, V1.1, V1.2, V3.3, V6.2, V14.3, V16.3, V19.1, V19.2, LS5, LS6**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS6, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG5.1.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG5.1.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content (**CS2.6, CS2.7**). In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story (**CS2.4**). By doing so, they will be able to understand the story/text in general using the main elements (**D3.2, D3.6, V3.3, V3.4, LS1**).

ENG5.1.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG5.1.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG5.1.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about "school life" (**CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/

he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V1.1, V1.2, V6.2, V14.3, V16.3, V19.1, V19.2, LS5, LS6, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme “school life” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.3, V3.4, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V1.1, V1.2, V6.2, V14.3, V16.3, V19.1, V19.2, LS5, LS6, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme “school life” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V1.1, V1.2, V19.1, V19.2, LS5, LS6, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” **(D3.2, D3.8, SELS2.2, V1.1, V1.2, V6.2, V14.3, V16.3, V19.1, V19.2, LS5, LS6)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests, and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D3.3, SELS3.1, SELS3.2, V1.1, V1.2, V4.2, V4.4, V6.2, V7.2, V14.3, V16.3, V19.1, V19.2, LS5, LS6, LS9, CS2.20)**. Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.1.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V1.1, V1.2, V6.2, V14.3, V16.3, V19.1, V19.2, LS5, LS6, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG5.1.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations", as in other themes (**V3.2, V1.1, V1.2, V6.2, V14.3, V16.3, V19.1, V19.2, LS5, LS6**).

ENG5.1.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG5.1.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG5.1.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG5.1.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations" in their writing (**SELS2.2, SELS2.3, V1.1, V1.2, V3.4, V4.2, V6.2, V14.3, V16.3, V19.1, V19.2, LS5, LS6, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.1.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs

and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG5.1.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations" (**V1.1, V1.2, V3.2, V3.4, V6.2, V14.3, V16.3, V19.1, V19.2, LS5, LS6**).

ENG5.1.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG5.1.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG5.1.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations" (**SELS2.2, SELS3.2, V1.1, V1.2, V4.2, V6.2, V14.3, V16.3, V19.1, V19.2, LS5, LS6, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG5.1.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in

or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “school life” and its components such as “school life with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” (**V1.1, V1.2, V3.4, V4.2, V6.2, V14.3, V16.3, V19.1, V19.2, LS4, LS5, LS6, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.1.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION

Expansion

Objective: To think, talk about and present their ideal school day and rules in English by using the target vocabulary and grammatical chunks/items.

Activity 1: Design your ideal school day

The teacher divides the class into 2 groups, gives a carton to each group and tells them first to imagine and then to brainstorm about their ideal school day routines and school rules. Students ask questions such as “When do you arrive at school?”, “What time do you have lunch?”, “What must you do at school?”, “What can you do at school?” to each other. They write down the answers on the carton. According to the answers, they create their ideal school and present it to the class. Each student reads at least 2-3 sentences. At the end of the activity, the other group’s students express their feelings about the ideal school, drawing 3-5 stars on their cartons and showing them to their friends.

Supporting

Objective: To think, talk about and present an ideal school day and rules in English by using the target vocabulary and grammatical chunks/items.

Activity 1: Design your ideal school day

The teacher divides the class into 2 groups, gives a carton to each group and tells them first to imagine and then to brainstorm about their ideal school day routines and school rules. The teacher gives students some cards with guided questions and statements on them such as “When___ you arrive at school?”, “What _____do you have lunch?”, “I can/can’t _____ at school.”, “I must/mustn’t _____at school”. Students first think about the possible answers for the blanks, then ask and answer the questions to each other and then write down both the answers and the complete statements on the carton. According to the answers, they create their ideal school and present it to the class. Each student reads at least 2-3 sentences. At the end of the activity, the other group’s students express their feelings about the ideal school, drawing 3-5 stars on their cartons and showing them to their friends. Finally, the teacher gives constructive feedback to each group, praising their work.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 2: CLASSROOM LIFE

Sub-themes: Classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50

This theme is centred on the concept of “classroom life”, and covers the sub-themes of “classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.2.L1. Students can get ready for the listening/watching-comprehension process for the current content on “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100–500; ordinal numbers 1–50” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “classroom life” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.2.L2. Students can bring information about the current content on “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100–500; ordinal numbers 1–50” together through significant details and main components while listening (to)/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.2.L3. Students can make meaning of/derive meaning from the current content on “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100–500; ordinal numbers 1–50” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.2.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.

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

ENG.5.2.P1. Students can select and use the target phonological elements of the current content about “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.2.R1. Students can get ready for the reading-comprehension process about the current content on “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.

- a) Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.2.R2. Students can bring information about the current content on “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*

- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.2.R3. Students can make meaning of / derive meaning from the current content about “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by reading it carefully.

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

ENG.5.2.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.2.V1. Students can select and use the target vocabulary of the current content about “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after*

listening (to)/watching/reading the source material.

- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.2.G1. Students can select and use the target grammatical elements of the current content about “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks/items presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks/items that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks/items in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks/items provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks/items that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks/items when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.2.W1. Students can get ready for the writing-expression process about the current content on “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.2.W2. Students can understand the model/example for the writing task about the current content on “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.2.W3. Students can organise a content for the assigned writing task on the current content “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.2.W4. Students can individually construct/form content for the assigned writing task on the current content “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks/items accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.2.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.2.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*

- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.2.S1. Students can get ready for speaking-expression process about the current content on “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.2.S2. Students can use the model/example for producing verbal content about the current content on “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.2.S3. Students can organise a new verbal content on “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.2.S4. Students can construct a new verbal content on “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks/items, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.2.S5. Students can reorganise (reconstruct) and use information about the “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people.

- a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.2.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

CLASSROOM LIFE:

Sub-themes: "Classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50".

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for classroom rules: Verbs: To ask for help, to attend lessons, to arrive on time, to be kind and helpful, to be ready, to do (your) best, to keep the classroom tidy, not to leave rubbish (trash-AmE), to share (ideas).

Vocabulary for classroom instructions: Check (your) answers, please! Finish the exercise, please! Let's return to (your) seats, please. Listen carefully, please! Look at the screen, please! Pack your things, please! Pair up with (your) peer/partner/friend, please! Read this, please! Turn to your peer, please! Write this down, please! Work quietly, please!

Vocabulary for roles in the classroom: Nouns: A counsellor (counselor-AmE), a helper, a monitor, an assistant.

Vocabulary for responsibilities in the classroom: To be on time, to do homework, to follow the rules, to listen to the teacher, to study for exams, to take notes, to take care of class objects, to decide on duties.

Vocabulary for daily routines in the classroom: To enter, to take (your) seat, to stand up, to clean (your) desk, to leave the classroom, to return to the classroom, to study alone/individually.

Vocabulary for study routines in the classroom: Verbs: To listen to the teacher, to raise (your) hand, to talk to (your) classmates, to take notes, to copy from the board, to work in groups/pairs, to finish (your) task, to do practice, to match the words/pictures, to complete the worksheet, to present (your) work, to give examples, to discuss in pairs/groups, to repeat after the teacher.

Vocabulary for school subjects: Information Technology (IT), Religion and Ethics, Visual Arts, Tales and Legends, English Reading, Robotic Coding.

Vocabulary for timetables: Verbs: To attend a class, to change (a lesson time), to organise (a timetable), to plan, to review (the timetable), to remind. Nouns: Subjects, lesson (class-AmE), start, finish, first lesson/ (class/period-AmE), last lesson/ (class/period-AmE), break time.

Vocabulary for cardinal numbers: 100-500

Vocabulary for ordinal numbers: 1-50

Target Grammatical Structures in Use:

-Question Tags with the Simple Present Tense: (The teacher plans the schedule every week, doesn't she?)

-There is/are: (There is an assistant in the lab now.)

- "Shall" for Polite Requests: (Shall we start our lesson in ten minutes?)

-Object Pronouns: (The teacher asks us to take our seats before the class starts.)

-Demonstrative Pronouns: (This is the worksheet we should complete in the Visual Arts class.)

- Adverbs of frequency: (Students always raise their hands before they ask questions in the classroom.)
- "Have to" for Obligation (Present): (You have to take care of class objects.)
- Wh- Questions (What time): (What time does the Visual Arts workshop begin?)

Background Grammatical Structures in Use:

- Imperatives: (Take notes during the Information Technology lesson and review them at home.)

Functions of the Target Grammatical Structures in Use:

- Use of The Simple Present Tense: Describing the responsibilities of different roles in the classroom and daily routines and study routines in a classroom.
- Use of "Question Tags" with the Simple Present Tense: Confirming general truths, actions or habits.
- Use of "There is/are": Expressing the presence of something or somebody.
- Use of "Shall" for Polite Requests: Making polite offers, suggestions, or requests, often in formal or traditional contexts.
- Use of Object Pronouns: Replacing nouns that receive the action in a sentence.
- Use of Demonstrative Pronouns: Replacing nouns to indicate specific things.
- Use of Adverbs of Frequency: Expressing the frequency of actions or events.
- "Use of Have to/ Has to" for Obligation (Present- Past): Describing general and impersonal obligation resulting from a fact or a rule in the past or at present.
- Use of Wh- Questions (What time): Asking about time of actions.

Functions of the Background Grammatical Structures:

- Use of Imperatives: Giving instructions.

***About "Background Grammatical Structures in Use":**

The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Social Language Expressions in Use:

That's fantastic!

Can I be excused?

Sorry, I don't get it! Could you explain again?

Can we take a break!

I'm stuck on this English problem!

Target Phonological Sounds in Use:

-Intonation of negative statements.

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme "classroom life" and its components such as "classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "classroom life" and its components such as "classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Classrooms, rules, instructions, classroom rules, classroom instructions, roles, responsibilities, relationships, roles in the classroom, responsibilities in the classroom, relationships in the classroom, routines, daily routines, study routines, daily routines in the classroom, study routines in the classroom, activities, activities in the classroom (extended school subjects, extended timetables), cardinal numbers, cardinal numbers, ordinal numbers.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will imagine that they are reporters writing a special article about their classroom life. They will describe their classroom rules, their daily and study routines, and the roles and responsibilities of their classmates. Students will include what subjects they study during the week and talk about their timetable. They will use some cardinal numbers (100-500) to describe the number of books or

pencils in their classroom and some ordinal numbers (1-50) to talk about activities, such as, "Our first activity is reading, and our fifth activity is science". Students will make their article colourful and creative by drawing a picture of their classroom and labelling it with words such as "teacher's desk", "bookshelf", and "calendar" etc. Finally, they will give their article a title, such as "My Fantastic Classroom Life!" The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "classroom life" and its components such as "classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50". As they are lower secondary school students in year 5 (five), they can know what "classroom life" and its components such as "classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about "classroom life" and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "classroom life" and its components such as "classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50". Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "classroom life". Therefore, a dialogue game can be played to revise all vocabulary such as "a classroom, activities, to write, to read, to talk" etc. and grammatical chunks/items such as "This is my class. I have got my friends here. We have got an English lesson now" from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical chunks/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical chunks/items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of "classroom life" and its components such as "classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.2.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100–500; ordinal numbers 1–50” as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V14.1, V16.3, LS1, LS4, LS5, LS6, LS7, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are

going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about “classroom life” and the pictures, realia, etc. they can easily answer what the current theme will be “classroom life” and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V16.3, LS2, LS4, CS2.10, CS2.17)**.

ENG5.2.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “classroom life” shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the current theme “classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V14.1, V16.3, LS2, LS4, LS5, LS6, LS7, CS2.14, CS2.16.2)**.

ENG5.2.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50”, some realia brought into the classroom by the teacher could be used **(V14.1, V16.3, LS5, LS6, LS7)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise, and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.2.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1,**

LS5, LS6). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3).**

ENG5.2.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “classroom life” and the words and/or word groups for “classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V14.1, V16.3, LS4, LS5, LS6, LS7, CS2.6).** She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3).** The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8).** To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14).**

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50”, the students listen **(CS2.9);** then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14).** Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50” **(D2.3, D2.5, V3.3, V14.1, V16.3, LS5, LS6, LS7).** As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11).** They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12).** Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9).** The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1).** Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2).** The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13).** Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4).**

ENG5.2.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG5.2.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content (**CS2.6, CS2.7**). In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story (**CS2.4**). By doing so, they will be able to understand the story/text in general using the main elements (**D3.2, D3.6, V3.3, V3.4, LS1**).

ENG5.2.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG5.2.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG5.2.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about "classroom life" (**V16.3, CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme "classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50", that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V14.1, V16.3, LS5, LS6, LS7, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme "classroom life" and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**)(7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, V16.3, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for "classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines

and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50", on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V14.1, LS7, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme "classroom life" are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of "classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50", and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V14.1, V16.3, LS5, LS6, LS7, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme "classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50" **(D3.2, D3.8, SELS2.2, V14.1, V16.3, LS5, LS6, LS7)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of "classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50", the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests, and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V7.2, V14.1, V16.3, LS5, LS6, LS7, LS9, CS2.20)**. Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.2.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/whiteboard. The teacher also points to these sentences while pointing to the scenes in the story

where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V14.1, V16.3, LS5, LS6, LS7, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG5.2.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50", as in other themes (**V3.2, V14.1, V16.3, LS5, LS6, LS7**).

ENG5.2.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language

in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG5.2.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG5.2.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG5.2.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50" in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V14.1, V16.3, LS5, LS6, LS7, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.2.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG5.2.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100–500; ordinal numbers 1–50" (**V3.2, V3.4, V14.1, V16.3, LS5, LS6, LS7**).

ENG5.2.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG5.2.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG5.2.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100–500; ordinal numbers 1–50" (**SELS2.2, SELS3.2, V4.2, V14.1, V16.3, LS5, LS6, LS7, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG5.2.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or

other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “classroom life” and its components such as “classroom life with (extended) classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100–500; ordinal numbers 1–50” (**V3.4, V4.2, V14.1, V16.3, LS4, LS5, LS6, LS7, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.2.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION

Expansion

Objective: To write, ask and answer questions about classroom responsibilities using the target vocabulary and language chunks/items.

Activity 1: What do students have to do?

The teacher divides students into two groups, gives cards to each group and asks them to write down answers to the question, “What do students have to do in the class?”. Students, as a group, think about the answers and write them on the cards. Then the teacher asks students to add the appropriate question tags to their sentences. After that students from each group go to the other group and ask and answer questions to each other. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To write, ask and answer questions about classroom responsibilities using the target vocabulary and language chunks/items.

Activity 1: What do students have to do?

The teacher divides students into 2 groups, gives cards to each group and asks them to write down answers to the question, “What do students have to do in the class?” On the cards of this group, there are phrases about classroom responsibilities such as “to be ___ time, _____ the rules, to study _____ exams, to _____ notes, to take _____ of class objects”. Students first fill in the blanks together and then make sentences to give answers to the question asked. After that students from each group go to the other group and ask and answer questions to each other. At the end of the activity, students reflect on their feelings about this activity by drawing 3–5 stars on their cards. Then the teacher gives constructive feedback to each group. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 3: PERSONAL LIFE

Sub-themes: Body parts and physical appearance and (features); clothing and dressing; personality traits

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

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.3.L1. Students can get ready for the listening/watching-comprehension process for the current content on “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “personal life” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.3.L2. Students can bring information about the current content on “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” together through significant details and main components while listening (to)/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.3.L3. Students can make meaning of/derive meaning from the current content on “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.3.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits”

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.5.3.P1. Students can select and use the target phonological elements of the current content about “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.3.R1. Students can get ready for the reading-comprehension process about the current content on “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.3.R2. Students can bring information about the current content on “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.3.R3. Students can make meaning of / derive meaning from the current content about “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.3.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.3.V1. Students can select and use the target vocabulary of the current content about “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.3.G1. Students can select and use the target grammatical elements of the current content about “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*

- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks/items presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks/items that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks/items in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks/items provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks/items that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks/items when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.3.W1. Students can get ready for the writing-expression process about the current content on “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.3.W2. Students can understand the model/example for the writing task about the current content on “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.3.W3. Students can organise a content for the assigned writing task on the current content “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.3.W4. Students can individually construct/form content for the assigned writing task on the current content “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks/items accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.3.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.3.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.3.S1. Students can get ready for speaking-expression process about the current content on “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.3.S2. Students can use the model/example for producing verbal content about the current content on “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.3.S3. Students can organise a new verbal content on “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*

- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.3.S4. Students can construct a new verbal content on “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks/items, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.3.S5. Students can reorganise (reconstruct) and use information about the “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.3.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

PERSONAL LIFE

Sub-themes: “Body parts and physical appearance and (features); clothing and dressing; personality traits”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for body parts: Nouns: Back, beard, a body, a bone, an ear, and eye, a face, a finger, a foot, hair, a hand, a head, a heart, a leg, a neck, a nose, skin, a toe, a tooth, a chin, an eyelash(es), an eyebrow(s), a moustache, a tongue.

Vocabulary for physical appearance: Adjectives: Attractive, big, blonde, bright, brunette, chubby, curly, dark, fair, heavy, large, light, long, medium-height, old, plump, pretty, short, silver, slim, straight, strong, tall, wavy, round, huge, beautiful, nice, ugly.

Colours: Black, blue, brown, green, grey, hazel, orange, pink, purple, red, yellow, white.

Vocabulary for physical appearance: Nouns: Weight, height, kilogramme (kg)(kilogram-AmE), metre (meter-AmE).

Vocabulary for physical appearance: Verbs: To look.

Vocabulary for clothing and dressing: Nouns: Fashion, a mirror. Accessories: A bag, a hat, a handbag, a jewellery, a necklace, a bracelet, earrings, a ring, sunglasses (sunnies), gloves, socks, a belt, a tie, a helmet, a watch, a headscarf. Clothes: Tops: a blouse, a jumper (a sweater-AmE), a blouse, a hoodie, a swimming costume (swimming suit/bathing suit-AmE), a cardigan. Dresses: a dress. Clothes: Bottoms: trousers (pants-AmE) a skirt, leggings, tights, jeans. Footwear: shoes, boots, slippers, flip-flops, trainers (sneakers-AmE), flats. Outwear: a coat, a jacket, a raincoat, a uniform, a suit. Sleepwear: pyjamas (pajamas-AmE). Adjectives: fashionable. Verbs: To fit, to seem, to wear, to get dressed, to try on.

Vocabulary for personality traits: Adjectives: Positive: Brave, clever, friendly, happy, funny, kind, polite, hardworking, sweet, creative. Neutral: Careful, cool, lucky, quiet, shy, serious, tidy, strange. Negative: Angry, boring, rude, nervous, worried, naughty.

Target Grammatical Structures in Use:

-The Present Progressive Tense: (He is wearing a red T-shirt and jeans today).

-Question Tags with the Present Progressive Tense: (She is carrying a big handbag, isn't she?)

-Comparative Adjectives (Regular, Irregular): (He is taller than his younger brother). (She is more intelligent than everyone in the class).

-Possessive Pronouns: (That dress is hers, not yours).

-Possessive Adjectives: (This is my favourite hat, and that is your favourite jacket).

-Possessive ('s): (The dog's fur is soft and thick).

Background Grammatical Structures in Use:

- “Have/Has Got”: (She has got curly blonde hair and hazel eyes).

- “Wh- Questions” (whose): (Whose belt is on the chair?)

- "Can/Can't" (Ability): (She can paint beautiful pictures, but she can't draw well).

- "Can" (Possibility): (You can wear this necklace with your dress).

Functions of the Target Grammatical Structures in Use:

-Use of the Present Progressive Tense: Describing actions happening now.

-Use of Question Tags with the Present Progressive Tense: Confirming ongoing actions.

-Use of Comparative Adjectives (regular, irregular): Comparing two people or things.

-Use of Possessive Pronouns: Replacing nouns to indicate possession.

-Use of Possessive Adjectives: Showing ownership in relation to nouns.

-Use of Possessive ('s): Indicating relationships or possession.

Functions of the Background Grammatical Structures in Use:

-Use of "Have/Has got": Expressing possession.

-Use of "Wh-Questions" (whose): Asking about ownership.

-Use of "Can/Can't" (ability): Expressing ability or inability.

-Use of "Can" (Possibility): Talking about options or possibilities

***About "Background Grammatical Structures in Use":**

The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Social Language Expressions in Use:

Hold on! I'll be back in a jiffy!

It's not fair!

I'm not sure!

That's cool!

Target Phonological Sounds in Use:

- Intonation of questions and question tags.

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme "personal life" and its components such as "body parts and physical appearance and (features); clothing and dressing; personality traits" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "personal life" and its components such as "body parts and physical appearance and (features); clothing and dressing; personality traits" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Bodies, parts, body parts, physical appearance, physical features, clothing, dressing, personalities, traits, personality traits.

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

PERFORMANCE ASSIGNMENT: Students will prepare a project titled "My Favourite Character". This character can be anyone or anything such as a real person, a cartoon character or a character from an animation etc. First, they will draw their character on a paper or they may use Web 2.0 tools. The drawings should include some details such as physical appearance, body parts, clothing, and dressing. Then, students will write a short paragraph about their character. The paragraphs should include some details about the characters' personality traits. Students will present their work to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme is based on the students' knowledge of "personal life" and its components such as "body parts and physical appearance and (features); clothing and dressing; personality traits". As they are lower secondary school students in year 5 (five), they can know what "personal life" and its components such as "body parts and physical appearance and (features); clothing and dressing; personality traits" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand,

and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about “personal life” and also some necessary grammatical chunks/items in English from the previous themes and/or years. These language chunks/items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “personal life” and its components such as “body parts and physical appearance and (features); clothing and dressing; personality traits”. Recalling and practising with relevant vocabulary and grammatical chunks/items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “personal life”. Therefore, a dialogue game can be played to revise all vocabulary such as “a dress, a shirt, a T-shirt etc.” and grammatical chunks/items such as “I’m wearing a shirt now” from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks/items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “personal life” and its components such as “body parts and physical appearance and (features); clothing and dressing; personality traits” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.3.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits” as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V14.2, V14.3, LS1, LS4, LS5, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about “personal life” and the pictures, realia, etc. they can easily answer what the current theme will be “personal life” and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, LS2, LS4, CS2.10, CS2.17**).

ENG5.3.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “personal life” shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the current theme “personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits” in it as a whole (**CS2.13**) without stopping the video at any point, so that the students can understand the theme holistically (**D3.2, SELS1.1, V3.3, V3.4, V14.2, V14.3, LS2, LS4, LS5, CS2.14, CS2.16.2**).

ENG5.3.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits”, some realia brought into the classroom by the teacher could be used (**V14.2, V14.3, LS5, LS6**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story (**CS2.6**). When they have watched the whole story, the

teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.3.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.3.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “personal life” and the words and/or word groups for “personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V14.2, V14.3, LS4, LS5, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and

acts them out, the students repeat after her/him (**V14.2, V14.3, SELS2.1, CS2.14, LS5**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits” (**D2.3, D2.5, V3.3, V14.2, V14.3, LS5, LS6**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS6, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG5.3.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG5.3.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content (**CS2.6, CS2.7**). In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story (**CS2.4**). By doing so, they will be able to understand the story/text in general using the main elements (**D3.2, D3.6, V3.3, V3.4, LS1**).

ENG5.3.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG5.3.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG5.3.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about "personal life" (**CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme “personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V14.2, V14.3, LS5, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme “personal life” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for “personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**2.3, V14.2, V14.3, LS5, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme “personal life” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**V14.2, V14.3, LS5, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits” (**D3.2, D3.8, SELS2.2, V14.2, V14.3, LS5, LS6**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests, and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary items in context (**D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V7.2, V14.2, V14.3, LS5, LS9, CS2.20**). Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.3.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V14.2, V14.3, LS5, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG5.3.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits", as in other themes (**V3.2, V14.2, V14.3, LS5, LS6**).

ENG5.3.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG5.3.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG5.3.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG5.3.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits" in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V14.2, V14.3, LS5, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.3.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG5.3.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits" (**V3.2, V3.4, V14.2, V14.3, LS5, LS6**).

ENG5.3.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG5.3.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG5.3.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits" (**SELS2.2, SELS3.2, V4.2, V14.2, V14.3, LS5, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG5.3.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "personal life" and its components such as "personal life with (extended) body parts and physical appearance and (features); clothing and dressing; personality traits" (**V3.4, V4.2, V14.2, V14.3, LS4, LS5, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students

access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.3.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION

Expansion

Objective: To describe someone's physical appearance, personality and clothing in English by using the target vocabulary and grammatical chunks/items.

Activity 1: "Whose" game

The teacher divides the class into groups of three and distributes a picture of someone and question prompts (e.g. "What is her/his name?", "What has she/he got?", "What is she/he wearing?") to each group. Then she/he asks the students to colour this picture and add some physical features (e.g. hair, eyes, a beard), clothing or accessory (e.g. a hat, sunglasses, a belt, jewellery) to the picture. Then, the students can write a paragraph describing that person. While writing the paragraph, the students are careful to emphasise all the prompts. When they all finish writing the paragraphs, the groups take turns and introduce their character to their classmates. Each student in the same group mentions different features. The rest of the class are given cards, which can be used to evaluate pairs' performance. They will be engaged while listening to their classmates by drawing stars from 1 to 3 on the cards and raising them to show their feelings after each performance. The teacher collects the stars for each group and announces whose description is cooler at the end of the performance and provides constructive feedback to each group. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To improve creativity and presentation skills by describing someone's physical appearance, personality and clothing in English by using the target vocabulary and the target grammatical chunks/items.

Activity 1: "Whose" game

The teacher divides the class into groups of three and distributes a picture of someone and an incomplete text: (Her/ His name is....., She/he has got hair and ... eyes. She/he is wearing) to each group. Then she/he asks the students to colour this picture and add some physical features (e.g. hair, eyes, a beard), clothing or accessory (e.g. a hat, sunglasses, a belt, jewellery) to the picture. Then, the students can complete the text describing that person. When they all have finished writing the paragraphs, the groups take turns and introduce their character to their classmates. Each student in the same group mentions different features. The rest of the class are given cards, which can be used to evaluate the pairs' performance. They will be engaged while listening to their classmates by drawing stars from 1 to 3 on the cards and raising them to show their feelings after each performance. The teacher collects the stars for each group and announces whose description is better at the end of the performance and provides constructive feedback to each group. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 4: FAMILY LIFE

Sub-themes: Family members' jobs and workplaces; daily and job routines of family members; different types of houses

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

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V2. Family Integrity, V4. Friendship, V6. Honesty, V7. Aesthetics, V8. Privacy, V9. Compassion, V10. Modesty, V12. Patience, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.4.L1. Students can get ready for the listening/watching-comprehension process for the current content on “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” carefully.

- a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) Students make predictions about the current content on “family life” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.4.L2. Students can bring information about the current content on “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” together through significant details and main components while listening (to)/watching it.

- a) Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.4.L3. Students can make meaning of/derive meaning from the current content on “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” through significant details by listening (to)/watching it carefully.

- a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.*
- g) Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.4.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses”.

- a) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.5.4.P1. Students can select and use the target phonological elements of the current content about “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.4.R1. Students can get ready for the reading-comprehension process about the current content on “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students making significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.4.R2. Students can bring information about the current content on “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.4.R3. Students can make meaning of / derive meaning from the current content about “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.4.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.4.V1. Students can select and use the target vocabulary of the current content about “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.4.G1. Students can select and use the target grammatical elements of the current content about “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*

- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks/items presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks/items that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks/items in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks/items provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks/items that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks/items when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.4.W1. Students can get ready for the writing-expression process about the current content on “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses”.

- a) *Relating their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.4.W2. Students can understand the model/example for the writing task about the current content on “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.4.W3. Students can organise a content for the assigned writing task on the current content “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.4.W4. Students can individually construct/form content for the assigned writing task on the current content “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks/items accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.4.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.4.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.4.S1. Students can get ready for speaking-expression process about the current content on “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.4.S2. Students can use the model/example for producing verbal content about the current content on “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.4.S3. Students can organise a new verbal content on “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*

- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.4.S4. Students can construct a new verbal content on “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks/items, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.4.S5. Students can reorganise (reconstruct) and use information about the “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.4.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “family life with family members’ jobs and workplaces; daily and job routines of family members; different types of houses” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

FAMILY LIFE

Sub-themes: “Family members’ jobs and workplaces; daily and job routines of family members; different types of houses”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for family members: Nouns: An aunt, a child, a cousin, a dad, a daddy, a grandchild, a granddad, a granddaughter, a grandma, a grandpa, a grandparent, a grandson, a granny, a mum (mom-AmE), a mummy (a mommy-AmE), a nephew, a niece, a parent, a son, twin(s), an uncle, a brother, a sister.

Vocabulary for family members’ jobs: Nouns: An actor, an artist, a boss, a businessman, a businesswoman, a chemist (pharmacist-AmE), a coach, a cook, a customer, a dentist, a doctor (Dr), a driver, an engineer, an explorer, a farmer, a footballer, a journalist, an imam, a manager, a mechanic, a musician, a nurse, a pilot, a receptionist, a teacher.

Vocabulary for family members’ workplaces: Nouns: A cinema (movie theatre-AmE), a studio, a gallery, a company, a laboratory, a gym, a sports centre, a store, a hospital, a clinic, a truck, a factory, a construction site, a stadium, a newsroom, a garage, a concert hall, an airport, a hotel, a chemist’s (pharmacist’s-AmE).

Vocabulary for daily routines of family members: Verbs: To wake up early, to go to work, to start work, to check (emails or messages), to meet people, to use tools or equipment, to finish work, to rest at home.

Vocabulary for job routines of family members: Verbs: To act, to perform, to work (in an office), to train, to cook, to follow (recipes), to check (teeth), to treat, to design, to travel, to grow, to feed, to train, to interview (people), to write (news stories), to take (photos or videos), to fix (cars or machines), to write (songs), to sing, to help, to give (medicine), to take care of (patients), to fly, to protect, to catch, to welcome, to answer, to teach.

Vocabulary for different types of houses: Nouns: A caravan, a bungalow, a cabin, a cave house, a skyscraper, an apartment house/ a block of flats (block-AmE), a tiny house, countryside, seaside.

Vocabulary for parts of the house: Nouns: An attic, a basement, a garage, a guest room, a laundry room, stairs, a corridor (hallway-AmE), a patio, a porch, a storage room, a study (room), a game room, floor.

Target Grammatical Structures in Use:

-The Present Progressive Tense for the Future: (My aunt is visiting the studio tomorrow to see her latest paintings).

-The Simple Present Tense for the Future: (The plane leaves for New York at 9 a.m., and my uncle, the pilot, will fly it.)

-The Simple Future Tense: (My cousin will work as a doctor in a hospital after her graduation.)

-Be Going to Future Tense: (My dad is going to buy a bungalow near the beach next summer.)

-“Wh-Questions”: Where: (Where does your mum work?)

-Word Order with Adverbs: (My grandma always wakes up early to prepare breakfast for the family.)

-Conjunctions “When-While”: (I was cleaning the porch while my brother was organising the garage.)

-Reflexive Pronouns: (My sister is going to fix the cupboard herself without asking for help.)

Background Grammatical Structures in Use:

-The Simple Present Tense: (I always visit my grandparents every summer.)

-The Present Progressive Tense: (I am spending time with my grandma at the moment.)

Functions of the Target Grammatical Structures in Use:

Functions of the Grammatical Structures in Use:

-Use of the Present Progressive for Future: Describing planned future actions that are already arranged or decided.

-Use of the Simple Present for Future: Describing scheduled future events fixed with timetables or plans.

-Use of the Simple Future Tense: Expressing future decisions, predictions, or promises

-Use of "Be Going to Future" Tense: Indicating intentions, plans, or predictions based on evidence.

-Use of "Wh-Questions": Where: Asking about a place or location.

-Use of the Word Order with Adverbs: Organising adverbs correctly to modify verbs, adjectives, or other adverbs.

-Use of the Conjunctions "When-While": Linking actions or events to show timing or simultaneous actions.

-Use of the Reflexive Pronouns: Indicating that the subject and object of a verb are the same.

Functions of the Background Grammatical Structures:

-Use of the Simple Present Tense: Expressing routines, habits, and everyday actions.

-Use of the Present Progressive Tense: Describing the actions happening that are ongoing or temporary.

***About "Background Grammatical Structures in Use":**

The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Social Language Expressions in Use:

I'm on top of the world!

I can't wait to change the decoration of my room!

What's wrong with you?

I'm just kidding!

I'm so tired!

Target Phonological Sounds in Use:

Vowel: a

Consonant: b

Vowel a: (/æ/, /aeɪ/, /ə/, /ɑ:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/)

Consonant: b: (/b/), silent /b/

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme "family life" and its components such as "family members' jobs and workplaces; daily and job routines of family members; different types of houses" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "family life" and its components such as "family members' jobs and workplaces; daily and job routines of family members; different types of houses" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Families, members, family members, jobs, workplaces, family members' jobs, family members' workplaces, daily routines, job routines, daily routines of family members, job routines of family members, houses, different types of houses.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will explore the jobs, work routines, and homes of their extended family members and create a fun and creative project to share with the class. They will first talk to their family members such as parents, grandparents, aunts, or uncles, cousins, and ask about their jobs and where they work. They will learn about what they do every day and the type of house they live in, such as an apartment, a house, or a farmhouse. Then, they will draw a family tree or map by showing each family member's job and workplace. They will add colourful pictures of the different types of houses they live in and include one interesting fact about their routines or homes. Finally, they will write a short story about a day in their family's life how everyone's work and daily routines connect by highlighting. They will present their project to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "family life" and its components such as "family members' jobs and workplaces; daily and job routines of family members; different types of houses". As they are lower secondary school students in year 5 (five), they can know what "family life" and its components such as "family members' jobs and workplaces; daily and job routines of family members; different types of houses" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about "family life" and also some necessary grammatical chunks/items about it in English from the previous themes and/or years. These grammar chunks/items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical chunks/items in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "family life" and its components such as "family members' jobs and workplaces; daily and job routines of family members; different types of houses". Recalling and practising with relevant vocabulary such as "jobs, a teacher, a doctor, a farmer etc." and grammatical chunks/items such as "My mother is a teacher. My father is a doctor" in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "family life". Therefore, a dialogue game can be played to revise all vocabulary and language chunks/items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical chunks/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks/items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of "family life" and its components such as "family members' jobs and workplaces; daily and job routines of family members; different types of houses" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.4.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “family life with (extended) family members’ jobs and workplaces; daily and job routines of family members; different types of houses” as a general concept in the current (new) theme (**D3.2, SELS1.1, V2.1, V2.4, V3.2, V8.3, V14.3, LS1, LS4, LS5, LS6, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while

going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about “family life” and the pictures, realia, etc. they can easily answer what the current theme will be “family life” and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V16.3, LS2, LS4, CS2.10, CS2.17)**.

ENG5.4.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “family life” shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the current theme “family life with (extended) family members’ jobs and workplaces; daily and job routines of family members; different types of houses” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V2.1, V2.4, V3.3, V3.4, V8.3, V14.3, LS2, LS4, LS5, LS6, CS2.14, CS2.16.2)**.

ENG5.4.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “family life with (extended) family members’ jobs and workplaces; daily and job routines of family members; different types of houses”, some realia brought into the classroom by the teacher could be used **(V2.1, V2.4, V8.3, V14.3, LS5, LS6)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.4.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V3.4**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3**).

ENG5.4.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “family life” and the words and/or word groups for “family life with (extended) family members’ jobs and workplaces; daily and job routines of family members; different types of houses” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced (**V2.1, V2.4, V3.3, V8.3, V14.3, LS4, LS5, LS6, CS2.6**). She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes (**LS2, CS2.16.3**). The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both (**CS2.8**). To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers (**D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “family life with (extended) family members’ jobs and workplaces; daily and job routines of family members; different types of houses”, the students listen (**V2.1, V2.4, V8.3, V14.3, LS5, LS6, CS2.9**); then the teacher says the target words/word groups and acts them out, the students repeat after her/him (**SELS2.1, CS2.14**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “family life with (extended) family members’ jobs and workplaces; daily and job routines of family members; different types of houses” (**D2.3, D2.5, V2.1, V2.4, V3.3, V8.3, V14.3, LS5, LS6**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS6, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG5.4.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG5.4.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content (**CS2.6, CS2.7**). In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story (**CS2.4**). By doing so, they will be able to understand the story/text in general using the main elements (**D3.2, D3.6, V3.3, V3.4, LS1**).

ENG5.4.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG5.4.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG5.4.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about “family life” (**V16.3, CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/ he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme “family life with (extended) family members’ jobs and workplaces; daily and job routines of family members; different types of houses”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V2.1, V2.4, V8.3, V14.3, LS5, LS6, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme “family life” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, V8.3, V14.3, V16.3, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for “family life with (extended) family members’ jobs and workplaces; daily and job routines of family members; different types of houses”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**D2.3, V2.1, V2.4, V8.3, V14.3, LS5, LS6, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme “family life” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum (**V16.3**).

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “family life with (extended) family members’ jobs and workplaces; daily and job routines of family members; different types of houses”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**V2.1, V2.4, V8.3, V14.3, LS5, LS6, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “family life with (extended) family members’ jobs and workplaces; daily and job routines of family members; different types of houses” (**D3.2, D3.8, SELS2.2, V2.1, V2.4, V8.3, V14.3, LS5, LS6**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “family life with (extended) family members’ jobs and workplaces; daily and job routines of family members; different types of houses”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests, and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary items in context (**D2.5, D3.3, SELS3.1, SELS3.2, V2.1, V2.4, V4.2, V4.4, V7.2, V8.3, V14.3, LS5, LS6, LS9, CS2.20**). Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.4.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students’ attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students’ attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students’ identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text

that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "family life with (extended) family members' jobs and workplaces; daily and job routines of family members; different types of houses", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V2.1, V2.4, V3.3, V8.3, V14.3, LS5, LS6, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG5.4.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "family life with (extended) family members' jobs and workplaces; daily and job routines of family members; different types of houses", as in other themes (**V2.1, V2.4, V3.2, V8.3, V14.3, LS5, LS6**).

ENG5.4.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG5.4.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG5.4.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG5.4.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "family life with (extended) family members' jobs and workplaces; daily and job routines of family members; different types of houses" in their writing (**SELS2.2, SELS2.3, V2.1, V2.4, V3.4, V4.2, V8.3, V14.3, LS5, LS6, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.4.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG5.4.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "family life with (extended) family members' jobs and workplaces; daily and job routines of family members; different types of houses" (**V2.1, V2.4, V3.2, V3.4, V8.3, V14.3, LS5, LS6**).

ENG5.4.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG5.4.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG5.4.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “family life with (extended) family members’ jobs and workplaces; daily and job routines of family members; different types of houses” (**SELS2.2, SELS3.2, V2.1, V2.4, V4.2, V8.3, V14.3, LS5, LS6, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG5.4.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “family life” and its components such as “family life with (extended) family members’ jobs and workplaces; daily and job routines of family members; different types of houses” (**V2.1, V2.4, V3.4, V4.2, V8.3, V14.3, LS4, LS5, LS6, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.4.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION**Expansion**

Objective: To engage in conversations about family members and their future plans in English by using the target vocabulary and the target grammatical chunks/items.

Activity 1: Find me if you can!

The teacher divides the class into 4 or 6 groups. Half of these groups are given a text about family members and their plans for the weekend that includes incomplete parts for the places. The rest of the groups are given the same text with the complete places but with incomplete people. The students who have got incomplete sentences prepare questions for the missing parts together (e.g. "Where is your mum going to do experiments at the weekend?", "Where is the grandpa going to rest at the weekend?", "Where is your niece going to perform (the concert) at the weekend?"). When the questions are ready, one of the students runs towards the other group to find out the missing part and shares the answer with her/his group immediately (e.g. Mum is going to do experiments in a laboratory). Then the other students go and do the same thing in turns until they complete the whole text. When all the groups complete the text, the teacher reads the whole text and asks the students to check their answers. When the activity is over, the students raise their cards (green cards: great, red cards: good, yellow cards: not bad) given by the teacher to show their feelings about the activity. The students receive constructive feedback from the teacher. The students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To engage in conversations about family members and their future plans in English by using the target vocabulary and the target grammatical chunks/items.

Activity 1: Find me if you can!

The teacher divides the class into 4 or 6 groups. She/he informs the students that they are all going to complete missing parts in their texts from each other. Half of these groups are given a text about family members and their plans for the weekend that includes incomplete parts for the places. The rest of the groups are given the same text with the complete places but with incomplete people. When the students who have got incomplete places come to the group and ask a "Where?" question (e.g. "Where is your Mum going to do experiments at the weekend?", "Where is your grandpa going to rest at the weekend?", "Where is your niece going to perform (the concert) at the weekend?"), the students who have missing people completes that part and also answer the question (e.g. "My mum is going to do experiments in a laboratory"). When all the groups complete the text, the teacher reads the whole text to the class and asks the students to check their answers. When the activity is over, the students raise their cards (green cards: great, red cards: good, yellow cards: not bad) given by the teacher to show their feelings about the activity. The students receive constructive feedback from the teacher. The students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 5: LIFE IN THE NEIGHBOURHOOD & CITY

Sub-themes: Attractions and recreational places in the neighbourhood and city; services in the neighbourhood and the city; transportation in the neighbourhood and the city

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

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.5.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in the neighbourhood and city” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.5.L2. Students can bring information about the current content on “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” together through significant details and main components while listening (to)/ watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.5.L3. Students can make meaning of/derive meaning from the current content on “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.5.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city”.

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

ENG.5.5.P1. Students can select and use the target phonological elements of the current content about “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.5.R1. Students can get ready for the reading-comprehension process about the current content on “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students making significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.5.R2. Students can bring information about the current content on “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.5.R3. Students can make meaning of / derive meaning from the current content about “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” by reading it carefully.

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

ENG.5.5.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.5.V1. Students can select and use the target vocabulary of the current content about “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening(to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening(to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.5.G1. Students can select and use the target grammatical elements of the current content about “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Student become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks/items/items presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks/items/items that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks/items/items in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks/items/items provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks/items/items that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks/items/items when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks/items/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.5.W1. Students can get ready for the writing-expression process about the current content on “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.5.W2. Students can understand the model/example for the writing task about the current content on “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.5.W3. Students can organise a content for the assigned writing task on the current content “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/or unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.5.W4. Students can individually construct/form content for the assigned writing task on the current content “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks/items/items accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.5.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.5.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.5.S1. Students can get ready for speaking-expression process about the current content on “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.5.S2. Students can use the model/example for producing verbal content about the current content on “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.5.S3. Students can organise a new verbal content on “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.5.S4. Students can construct a new verbal content on “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks/items/items, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.5.S5. Students can reorganise(reconstruct)and use information about the “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.5.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN THE NEIGHBOURHOOD & CITY

Sub-themes: “Attractions and recreational places, services, and transportation in the neighbourhood and the city”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for attractions and recreational places in the neighbourhood & city: Nouns: An amusement park, a café, a castle, a cinema (movie theater-theater- AmE), a concert hall, a museum, a park, a shopping centre-shopping mall (mall-AmE), a sports stadium, a theatre. Adjectives: Amazing

Vocabulary for services in the neighbourhood and the city: An airport, a bakery, a bookstore (bookshop-AmE), a bus station, a department store, a fire station, a gas station (petrol station-AmE), a gallery, a hall, a hospital, a chemist's (pharmacy, drugstore-AmE), a hotel, a library, a museum, a mosque, a post office, a railway station (train station-AmE), a store, a theatre (theatre-AmE), a train station.

Vocabulary for transportation tools in the neighbourhood and the city: An aeroplane (airplane-AmE), an ambulance, a boat, a car, a bus, a coach, a helicopter, a lorry (truck-AmE), a motorbike (motorcycle-AmE), a ship, a train, (the British) tube-an underground (subway-AmE), a van.

Vocabulary for transportation in the neighbourhood and the city: An airport, a bridge, a garage, a motorway (highway-AmE), a platform, a railway (railroad-AmE), a seat, a station, a stop.

Target Grammatical Structures in Use:

-The Simple Past Tense (was/were): (The library was quiet and peaceful yesterday.)

-The Simple Past Tense (Regular/Irregular Verbs): (She visited the zoo last weekend. They drove to the railway station early in the morning.)

-Question Tags: The Simple Past Tense: (You went to the shopping centre, didn't you?)

-Gerunds & Infinitives (-ing, -ed): (Visiting the museum is my favourite weekend activity. I plan to go to the amusement park this summer.)

-Conjunctions (when-where-why): (I saw them when I visited the castle last week.)

-Compound sentences (where-when-whose-why-who-that): (The cinema was the place where we watched the new film.)

-Prepositions of place: (in front of, under, behind, among, beside, near, next to, between, -across, into, through, onto, out of, etc.): (The playground was behind the park in our neighbourhood.)

-Something, anything: (I found something very different at the art gallery.)

-Adjectives and adverbs (bad-badly): (She had a bad experience at the amusement park. He played the guitar badly during the concert at the concert hall.)

Background Grammatical Structures in Use:

-“Wh-Questions” (When-where-why: (Why did they build a new sports stadium in the city?)

- Prepositions of Place (at, in, on): (She is in the park now.)

-Prepositions of time: (I went to the supermarket on Saturday afternoon.)

Functions of the Target Grammatical Structures in Use:

-Use of the Simple Past Tense (was/were): Describing states or conditions that existed in the past.

-Use of the Simple Past Tense (regular/irregular verbs): Narrating completed actions or events that happened in the past.

-Use of "Question tags" with the Simple Past Tense: Confirming or seeking agreement about past actions or events.

-Use of Gerunds and Infinitives: Expressing actions or states in different grammatical functions. Gerunds are used for more general activities while infinitives are used for a purpose or a specific occasion.

-Use of Conjunctions: Connecting clauses, phrases, or words to indicate relationships like time, place, or reason.

-Use of the Compound Sentences (where-when-whose-why-who-that): Combining ideas to provide additional details or context.

-Use of "Something, anything": Referring to unspecified or general objects, actions, or ideas.

-Use of Adjectives vs. Adverbs (Bad-Badly): Differentiating between describing nouns (adjectives) and modifying verbs, adjectives, or other adverbs (adverbs).

Functions of the Background Grammatical Structures in Use:

-Use of "Wh-questions" (when-where-why): Asking for specific information about people, places, times, or reasons. Indicating specific times, locations, or reasons for actions or events.

-Use of Prepositions of Place (at, in, on, etc.): Indicating spatial relationships or positions of objects or people.

-Use of Prepositions of Time: Specifying when actions or events occur.

***About "Background Grammatical Structures in Use":**

The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Social Language Expressions in Use:

The museum is within walking distance from our house.

Come on, pick up the pace!

Let's hop on the bus!

Don't hop off the bus here!

Target Phonological Sounds in Use:

Consonants: c, d

Consonants: c: (/s/, /k/, /tʃ/, /z/, silent /c/); d: (/d/, silent /d/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme "life in the neighbourhood and city" and its components such as "attractions and recreational places, services, and transportation in the neighbourhood and the city" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "life in the neighbourhood and city" and its components such as "attractions and recreational places, services, and transportation in the neighbourhood and the city" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Attractions, recreational places, services, transportation, neighbourhood, cities, attractions in the neighbourhood, attractions in the city, recreational places in the neighbourhood, recreational places in the city, services in the neighbourhood, services in the city, transportation in the neighbourhood, transportation in the city.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will create a Creative Mini Book (paper or digital: they can use Web 2.0 tools or AI) titled "Family Life in My Neighbourhood and City." Each student will make a 5-6 page mini-book that shows different parts of family life in their local community. They will include photos, drawings, captions, and short stories to share what they experience. The mini-book will cover attractions like parks, cafes, gyms, and cinemas, services such as chemists, hospitals, markets, and transportation ways like buses, taxis, and the metro. Through this project, they will show how these things help their family enjoy, travel, and connect with the community. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "life in the neighbourhood and city" and its components such as "attractions and recreational places, services, and transportation in the neighbourhood and the city". As they are lower secondary school students in year 5 (five), they can know what "life in the neighbourhood and city" and its components such as "attractions and recreational places, services, and transportation in the neighbourhood and the city" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about "life in the neighbourhood and city" and also some necessary grammatical chunks/items/items in English from the previous themes and/or years. These grammatical chunks/items/items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical chunks/items/items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "life in the neighbourhood and city" and its components such as "attractions and recreational places, services, and transportation in the neighbourhood and the city". Recalling and practising with relevant vocabulary and grammatical chunks/items/items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "life in the neighbourhood and city".

Therefore, a dialogue game can be played to revise all vocabulary and grammatical chunks/items/items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical chunks/items/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical chunks/items/items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of "life in the neighbourhood and city" and its components such as "attractions and recreational places, services, and transportation in the neighbourhood and the city" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.5.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.2, LS1, LS4, LS5, LS6, LS8, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about “life in the neighbourhood and city” and the pictures, realia, etc. they can easily answer what the current theme will be “life in the neighbourhood and city” and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, LS2, LS4, CS2.10, CS2.17)**.

ENG5.5.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “life in the neighbourhood and city” shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the current theme “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V14.3, V16.2, V19.1, LS2, LS4, LS5, LS6, LS8, CS2.14, CS2.16.2)**.

ENG5.5.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city”, some realia brought into the classroom by the teacher could be used **(V14.3, V16.2, V19.1, LS5, LS6, LS8)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.5.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening–watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.5.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “life in the neighbourhood and city” and the words and/or word groups for “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” the teacher asks the students to listen (to)/ watch the whole or some extracts from the introductory digital story by noticing how words are pronounced (**V3.3, V14.3, V16.2, V19.1, LS4, LS5, LS6, LS8, CS2.6**). She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes (**LS2, CS2.16.3**). The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both (**CS2.8**). To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers (**D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city”, the students listen (**CS2.9**); then the teacher says the target words/word groups and acts them out, the students repeat after her/him (**SELS2.1, CS2.14**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” (**D2.3, D2.5, V3.3, V14.3, V16.2, V19.1, LS5, LS6, LS8**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS6, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG5.5.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and

critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG5.5.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content (**CS2.6, CS2.7**). In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story (**CS2.4**). By doing so, they will be able to understand the story/text in general using the main elements (**D3.2, D3.6, V3.3, V3.4, LS1**).

ENG5.5.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG5.5.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG5.5.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about “life in the neighbourhood and city” (**CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V14.3, V16.2, V19.1, LS5, LS6, LS8, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme “life in the neighbourhood and city” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**D2.3, V14.3, V16.2, V19.1, LS5, LS6, LS8, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme “life in the neighbourhood and city” are introduced to the students in English. (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**V14.3, V16.2, V19.1, LS5, LS6, LS8, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/

he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme "life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city" (**D3.2, D3.8, SELS2.2, V14.3, V16.2, V19.1, LS5, LS6, LS8**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of "life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city", the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests, and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary items in context (**D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V7.2, V14.3, V16.2, V19.1, LS5, LS6, LS8, LS9, CS2.20**). Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.5.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13**).

CS2.14, CS2.16.1, CS2.16.2). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V14.3, V16.2, V19.1, LS5, LS6, LS8, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG5.5.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city", as in other themes (**V3.2, V14.3, V16.2, V19.1, LS5, LS6, LS8**).

ENG5.5.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG5.5.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG5.5.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG5.5.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city" in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V14.3, V16.2, V19.1, LS5, LS6, LS8, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.5.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG5.5.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city" (**V3.2, V3.4, V14.3, V16.2, V19.1, LS5, LS6, LS8**).

ENG5.5.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG5.5.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13).**

ENG5.5.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” **(SELS2.2, SELS3.2, V4.2, V14.3, V16.2, V19.1, LS5, LS6, LS8, CS2.20).** AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20).**

ENG5.5.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20).** Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14).** These new contents created are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in the neighbourhood and city” and its components such as “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” **(V3.4, V4.2, V14.3, V16.2, V19.1, LS4, LS5, LS6, LS8, CS3.1, CS2.20).** AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20).** These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.5.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15).** Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2).** The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V6.2, V10.3, V20.4, LS1, LS6).**

DIFFERENTIATION

Expansion

Objective: To engage in conversations about locations and activities in the neighbourhood and the city in English by using the target vocabulary and the target grammatical chunks/items/items.

Activity 1: Guess where I was yesterday!

The teacher begins the activity by explaining the instructions and divides the class into groups of four. She/he gives a fictional map including different locations such as a bank, a bakery, a department store to each group. The students are asked to ask questions to each other in turns (e.g. Student A: "Where did you go yesterday?"). The student whose turn is to answer gives some fun and strange clues about the location. (e.g. Student B: "I went to a place where I held my breath for 5 minutes"). The students in the group guesses where she/he was (e.g. "You went to a swimming pool"). If the answer is correct, the student says "Yes, I did" or "No, I didn't". When their guess is incorrect, the students can ask further questions (e.g. "How did you go there?", "Who did you go there with"). Each student writes down where she/he was and what she/he did there yesterday (e.g. went to a swimming pool and she/he held her/his breath for 5 minutes there yesterday). One representative from each group shares the most fun activities and locations with the class receiving constructive feedback from the teacher and the classmates. The students will reflect on their thoughts and feelings about the activity.

Supporting

Objective: To engage in conversations about locations and activities in the neighbourhood and the city in English by using the target vocabulary and the target grammatical chunks/items/items.

Activity 1: Guess where I was yesterday!

The teacher begins the activity by explaining the instructions and divides the class into groups of four. She/he gives a fictional map including different locations such as a bank, a bakery, a department store, a box with a set of clues and some further questions to each group. The students are asked to ask questions to each other in turns (e.g. Student A: "Where did you go yesterday?"). The student whose turn is to answer draws a clue from the box about the location (e.g. Student B: "I went to a place, and I held my breath for 5 minutes"; "I went to a place, and I saw a dinosaur"; "I went to a place, and I met Mona Lisa"; "I went to a place, and I fell down because of a banana peel"). The students in the group guesses where she/he was (e.g. "You went to a swimming pool") If the answer is correct, the student says "Yes, I did" or "No, I didn't". When their guess is incorrect, the students can ask further questions given by the teacher (e.g. "How did you go there?", "Who did you go there with?", "Did you eat anything there", "What did you see there?"). Each student writes down where she/he was and what she/he did there yesterday (e.g. went to a swimming pool and she/he held her/his breath for 5 minutes there yesterday). One representative from each group shares the most fun activities and locations with the class receiving constructive feedback from the teacher and the classmates.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 6: LIFE IN THE THE WORLD

Sub-themes: Continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world

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

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V14. Respect, V15. Love and Affection, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.6.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” carefully.

- a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) Students make predictions about the current content on “life in the world” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.6.L2. Students can bring information about the current content on “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” together through significant details and main components while listening (to)/watching it.

- a) Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.6.L3. Students can make meaning of/derive meaning from the current content on “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” through significant details by listening (to)/ watching it carefully.

- a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.*
- g) Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.6.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”.

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

ENG.5.6.P1. Students can select and use the target phonological elements of the current content about “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.6.R1. Students can get ready for the reading-comprehension process about the current content on “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.6.R2. Students can bring information about the current content on “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.6.R3. Students can make meaning of / derive meaning from the current content about “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*

- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.6.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.6.V1. Students can select and use the target vocabulary of the current content about “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening(to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening(to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.6.G1. Students can select and use the target grammatical elements of the current content about “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks/items presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks/items that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks/items in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks/items provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks/items that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks/items when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.6.W1. Students can get ready for the writing-expression process about the current content on “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.6.W2. Students can understand the model/example for the writing task about the current content on “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.6.W3. Students can organise a content for the assigned writing task on the current content “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.6.W4. Students can individually construct/form content for the assigned writing task on the current content “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks/items accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.6.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.6.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.6.S1. Students can get ready for speaking-expression process about the current content on “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.6.S2. Students can use the model/example for producing verbal content about the current content on “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.6.S3. Students can organise a new verbal content on “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.6.S4. Students can construct a new verbal content on “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks/items, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.6.S5. Students can reorganise (reconstruct) and use information about the “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.6.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN THE WORLD

Sub-themes: “Continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for continents: Africa, Antarctica, Asia, Australia, Europe, North America, South America.

Vocabulary for countries: Türkiye, England, Australia, Brazil, Canada, China, France, Germany, Ireland, Italy, Japan, New Zealand, Portugal, Russia, Spain, the USA, Azerbaijan, Uzbekistan, Turkmenistan, Turkish Republic of Northern Cyprus, Kazakhstan, Kyrgyzstan.

Vocabulary for nationalities and languages: Turkish/Turkish, English/English, Australian/English, Brazilian/Portuguese, Canadian/English, Chinese/Chinese (Mandarin), French/French, German/German, Irish/English, Italian/Italian, Japanese/Japanese, New Zealander/English, Portuguese/Portuguese, Russian/Russian, Spanish/Spanish, American/English, Azerbaijani Turkish/Azerbaijani Turkish, Uzbek/Turkish, Turkmen/Turkish, Turkish Cypriot/Turkish, Kazakh/Russian, Kyrgyz/Russian.

Vocabulary for different cuisines from the world (different dishes):

Fruits: A melon, a strawberry, a lemon, an orange, a pear, grapes. Vegetables: An onion, a garlic, a mushroom. Dairy: Cream. Grains & Baked goods: A toast. Meat: Steak. Desserts: Jam, a sweet (candy-AmE). Meals & dishes: An omelette (omelet-AmE), a snack, a meal. Drinks: a drink (beverage-AmE), a fizzy drink (soda-AmE), fruit juice.

Cooking: Verbs: To barbecue, to boil, to bake, to cook, to cut, to fry, to grill, to mix, to roast, to wash up. Kitchen tools: Nouns: A plate, a glass, a bowl, a cooker (stove-AmE). Adjectives: Delicious, sweet, boiled, fried, grilled, roasted. Dining context: A café, a chef.

Vocabulary for food festivals: Orange Blossom Festival (Türkiye), Aydın Fig Festival (Türkiye), Pizzafest (Italy), Dumpling Festival (Hong Kong), La Tomatina (Spain), Ikura Festival (Japan), Chocolate Festival (France), Maine Lobster Festival (Australia), The National Cherry Festival (the USA).

Verbs for food festivals: To celebrate, to join, to serve, to throw. Nouns for food festivals: A dumpling, a lobster, a cherry, a festival, a tradition, a dish, an event, sauce, a food stand, a crowd.

Target Grammatical Structures in Use:

-The Present Perfect Tense (How long? since, for, already, just, ever, never): (I have lived in the USA since 2015 and I have never seen a festival like the National Cherry Festival.)

-Superlative Adjectives (Regular, Irregular): (La Tomatina is the most exciting festival in Spain because everyone throws tomatoes at each other.)

-Quantifiers (much, many, a lot of, very, some, any, no, few, a few, a little, little, all, both, enough, to, either, neither): (There are many dishes at the Pizzafest in Italy.)

Background Grammatical Structures in Use:

-Comparative Adjectives (Regular and Irregular): (Is Orange Blossom Festival in Adana more enjoyable than other Festivals for you?)

-Countable & Uncountable: (I've eaten a melon and some pudding for breakfast.)

Functions of the Grammatical Structures in Use:

-Use of the Present Perfect Tense (how long? since, for, already, just, ever, never): Indicating recent action, experience, experience over time.

-Use of Superlative adjectives (regular, irregular): Describing the highest or lowest degree of something within a group or category.

-Use of quantifiers (much, many, a lot of, very, some, any, no, few, a few, a little, little, all, both, enough, to, either, neither): Indicating the amount or number of something.

Functions of the Background Grammatical Structures in Use:

-Use of Comparative Adjectives (Regular and Irregular): Describing comparisons between two people, things, places etc.

-Use of Countable & Uncountable: Expressing the amount of quantity of nouns if they can be counted as individual units or cannot be counted as separate units.

*About "Background Grammatical Structures in Use":

The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Social Language Expressions in Use:

I have a sweet tooth and eat a lot of chocolate!

It's the icing on the cake!

Each cuisine is a different kettle of fish!

Those sandwiches sell like hotcakes!

Target Phonological Sounds in Use:

Vowel: e Consonant: f

Vowel: e: (/e:/, /i:/, /ə/, silent /e/)

Consonant: f: (/f/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “life in the world” and its components such as “continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower secondary school student will know what “life in the world” and its components such as “continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Continents, countries, nationalities, languages, cuisines, different cuisines, different cuisines from the world, foods, festivals, food festivals, food festivals from different parts of the world.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will imagine they are food festival organisers and create a poster for an international food festival called “Tastes of the World”. They will choose three countries from different continents and show their national dishes. Students will write the names of the countries, their continents, and the dishes they are famous for. For example, they might write: eg. Türkiye (Eurasia)-Stuffed peppers Italy (Europe)-Pizza, Japan (Asia)-Sushi, and Mexico (North America)-Tacos. They will decorate their posters with drawings or pictures and write a short invitation at the bottom, such as “Come and taste the delicious food from around the world!” Finally, students will present their posters to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “life in the world” and its components such as “continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”. As they are lower secondary school students in year 5 (five), they can know what “life in the world” and its components such as “continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about “life in the world” and also some necessary grammatical chunks/items in English from the previous themes and/or years. These grammatical chunks/items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical chunks/items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the world” and its components such as “continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”. Recalling and practising with relevant vocabulary and grammatical chunks/items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the world”. Therefore, a dialogue game can be played to revise all vocabulary and grammatical chunks/items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical chunks/items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “life in the world” and its components such as “continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.6.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V4.5, V14.3, V15.5, V19.2, LS1, LS4, LS5, LS6, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film “life in the world” and the pictures, realia, etc. they can easily answer what the current theme will be “life in the world” and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, LS2, LS4, CS2.10, CS2.17**).

ENG5.6.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “life in the world” shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the current theme “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” in it as a whole (**CS2.13**) without stopping the video at any point, so that the students can understand the theme holistically (**D3.2, SELS1.1, V3.3, V3.4, V4.5, V14.3, V15.5, V19.2, LS2, LS4, LS5, LS6, CS2.14, CS2.16.2**).

ENG5.6.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”, some realia brought into the classroom by the teacher could be used (**V4.5, V14.3, V15.5, V19.2, LS5, LS6**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is

mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.6.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.6.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “life in the world” and the words and/or word groups for “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” the teacher asks the students to listen (to)/ watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V4.5, V14.3, V15.5, V19.2, LS4, LS5, LS6, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “life in the world with continents, countries, nationalities, and languages; different cuisines from the

world; food festivals from different parts of the world”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” **(D2.3, D2.5, V3.3, V4.5, V14.3, V15.5, V19.2, LS5, LS6)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG5.6.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG5.6.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG5.6.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG5.6.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG5.6.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about "life in the world" (**V16.3, CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples,

etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V4.5, V14.3, V15.5, V19.2, LS5, LS6, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme “life in the world” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.3, V3.4, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V4.5, V14.3, V15.5, V19.2, LS5, LS6, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme “life in the world” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V4.5, V14.3, V15.5, V19.2, LS5, LS6, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” **(D3.2, D3.8, SELS2.2, V4.5, V14.3, V15.5, V19.2, LS5, LS6)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests, and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D3.3, SELS3.1, SELS3.2, V4.2, V4.4, V4.5,**

V7.2, V14.3, V15.5, V19.2, LS5, LS6, LS9, CS2.20). Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.6.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V4.5, V14.3, V15.5, V19.2, LS5, LS6, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG5.6.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”, as in other themes (**V3.2, V4.5, V14.3, V15.5, V19.2, LS5, LS6**).

ENG5.6.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG5.6.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher’s feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG5.6.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students’ interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG5.6.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V4.5, V14.3, V15.5, V19.2, LS5, LS6, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce

digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.6.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG5.6.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world" (**V3.2, V3.4, V4.5, V14.3, V15.5, V19.2, LS5, LS6**).

ENG5.6.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG5.6.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG5.6.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world" (**SELS2.2, SELS3.2, V4.2, V4.5, V14.3, V15.5, V19.2, LS5, LS6, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG5.6.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "life in the world" and its components such as "life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world" (**V3.4, V4.2, V4.5, V14.3, V15.5, V19.2, LS4, LS5, LS6, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.6.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION**Expansion**

Objective: To engage in conversations about some food festivals and different cuisines all around the world in English by using the target vocabulary and the target grammatical chunks/ items.

Activity 1: Role-play

The teacher writes some questions to guide the students (e.g. "Where are you from?", "How long have you lived in?", "What do you think about this festival?", "Why is Festival the (most)..... in?", "Have you ever eaten?") on slips of paper and places them in a box. She/He divides the class into pairs and asks them to choose a country for themselves and a food festival belonging to that culture to create a dialogue with the given questions in the box. Then, each pair is invited to the board to do a role-play of their scenario in turns. The rest of the class is provided with cards, which can be used to evaluate pair performance. They will be engaged while listening to their classmates by writing phrases (e.g. Good job!, Well done!, Excellent!) on the cards and raising them to show their feelings after each performance. The teacher provides constructive feedback to each pair. Students will reflect on their thoughts and feelings about the activity.

Supporting

Objective: To engage in conversations about some food festivals and different cuisines all around the world in English by using the target vocabulary and the target grammatical chunks/items.

Activity 1: Role-play

The teacher writes some questions and their answers to guide the students (e.g.: "Where are you from? – I am", "How long have you lived in? – I have lived here since", "What do you think about this festival? – I have never seen a festival like", "Why is Festival the (most)..... in? – Because everyone", "Have you ever eaten? – Yes, ..., It's my favourite dish in") on slips of paper and places them in a box. She/He divides the class into pairs and asks them to choose a country for themselves and a food festival belonging to that culture to create a dialogue with the given questions in the box. Then, each pair is invited to the board to do a role-play of their scenario in turns. The rest of the class is provided with cards, which can be used to evaluate pair performance. They will be engaged while listening to their classmates by writing phrases (e.g: Good job!, Well done!, Excellent!) on the cards and raising them to show their feelings after each performance. The teacher provides constructive feedback to each pair. Students will reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 7: LIFE IN NATURE

Sub-themes: Animals in nature and habitats; daily activities and nature; activities in nature

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

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V13. Healthy Living, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.7.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in nature” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.7.L2. Students can bring information about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” together through significant details and main components while listening (to)/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.7.L3. Students can make meaning of/derive meaning from the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.7.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.5.7.P1. Students can select and use the target phonological elements of the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.7.R1. Students can get ready for the reading-comprehension process about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences, and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.7.R2. Students can bring information about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.7.R3. Students can make meaning of / derive meaning from the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.7.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.7.V1. Students can select and use the target vocabulary of the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.7.G1. Students can select and use the target grammatical elements of the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks/items presented verbally in context with the help of body language.*

- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks/items that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks/items in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks/items provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks/items that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks/items when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.7.W1. Students can get ready for the writing-expression process about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.7.W2. Students can understand the model/example for the writing task about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.7.W3. Students can organise a content for the assigned writing task on the current content “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.7.W4. Students can individually construct/form content for the assigned writing task on the current content “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*

- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks/items accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.7.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.7.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.7.S1. Students can get ready for speaking-expression process about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.7.S2. Students can use the model/example for producing verbal content about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.7.S3. Students can organise a new verbal content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*

- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.7.S4. Students can construct a new verbal content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks/items, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.7.S5. Students can reorganise (reconstruct) and use information about the “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.7.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN NATURE

Sub-themes: “Animals in nature and habitats; daily activities and nature; activities in nature”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for animals and natural habitats:

Land habitats: Nouns: A rainforest, a desert, a grassland, a savannah, a temperate forest, a tropical forest, a mountain.

Water habitats: Nouns: The Arctic, the ocean, a lake, a wetland, the sea, the sky, ice, temperature, sand, storm, mud, wind. Adjectives: Hot, cold, cool, dry, wild, high, wide, endangered, warm, wet, magical.

Animals: Nouns: A bird, a bear, a bee, a camel, a dolphin, a duck, an elephant, a fish, a frog, an insect, a monkey, a parrot, a rabbit, a snake, a tiger, a whale. Verbs: To kill, to protect, to blow, to destroy, to feed, to exist, to reach, to fly, to swim, to jump, to chirp, to hunt, to cut down.

Vocabulary for daily activities and nature: Nouns: a storm. Verbs: To collect, to enjoy the view, to feed, to fish, to have a picnic, to plant, to pick, to recycle, to save, to swing, to blow

Vocabulary for nature/outdoor activities: Nouns-Gerunds: Hiking, jogging, swimming, sunbathing, climbing.

Target Grammatical Structures in Use:

-The Past Progressive Tense: (Positive, Negative, Interrogative): (The bear was swimming in the river in the morning.)

-The Past Progressive Tense vs The Simple Past Tense: (The dolphin was jumping out of the water in the ocean when the rabbit jumped quickly away from the grassland.)

Modals: (Positive, Negative, Interrogative):

-“Could” (Ability in The Past): (The butterfly could fly across the desert.)

-“Could” (Polite Requests): (Could you help me plant seeds in the garden?)

-“Should” For Advice: (You should feed the fish in the pond every day.)

-Wh-Questions: (Where do the elephants usually walk in the savannah?)

-Modal “Will” for Help: (I will help you cut the grass around the mountain trail.)

-“Need & Needn’t” (Necessity): (You need to collect rainwater to water plants in the desert. We needn’t worry about sandstorms in the grassland.)

Background Grammatical Language Structures in Use:

-The Simple Past Tense: (The elephants left the savannah last year.)

Function of the Grammatical Structures in Use:

-Use of the Past Progressive Tense: Describing ongoing or interrupted actions in the past; setting the background for a narrative.

-Use of the Past Progressive versus The Simple Past Tense: Contrasting an ongoing action with a completed action in the past; showing which action was in progress when another action occurred.

-Use of Modal "Could" for Ability in the Past: Describing abilities or possibilities in the past; expressing what someone was capable of doing.

-Use of Modal "Could" for Polite Requests: Showing politeness and indirectness in making requests or asking for favours.

-Use of Modal "Should" for Advice: Giving recommendations, suggestions and/or expressing opinions about what is appropriate or advisable.

-Use of Modal "Will" for help: Describing assistance or making promises related to future actions.

-“Wh-questions”: Expressing curiosity, seeking specific information about time, place, reason, or manner.

-Use of Modal "Will" for Help: Indicating future intentions, offers, promises, and/or willingness to assist.

-Use of Modal "Need & Needn't" (Necessity): Expressing necessity, obligation, and/or the lack of requirement or need.

Functions of the Target Grammatical Structures:

-Use of the Simple Past Tense: Describing events and happenings in the past.

***About "Background Grammatical Structures in Use":**

The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Social Language Expressions in Use:

Animals are all around us!

Pick up litter!

Use less energy!

Plant trees!

Save water!

Plant the seeds for a better future!

Target Phonological Sounds in Use:

Consonants: g, h

Consonants: g: (/g/, /dʒ/, silent /g/); h: (/h/), silent /h/);

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “life in nature” and its components such as “animals in nature and habitats; daily activities and nature; activities in nature” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in nature” and its components such as “animals in nature and habitats; daily activities and nature; activities in nature” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Animals, nature, habitats, animals in nature, animals in habitats, activities, daily activities, activities in nature.

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

PERFORMANCE ASSIGNMENT: Students will imagine they are nature explorers and will write a journal/blog about a day they spent in nature. They will include the animals they saw and their habitats, like birds in trees or fish in a river. They will talk about some daily activities they did such as gardening, planting flowers, and/or growing vegetables. They will also describe any fun activities they enjoyed in nature, like hiking, fishing, or having a picnic. Students will use at least five different animals and five nature-related activities in their journal/blog. Additionally, they will draw a picture of their favourite moment in nature and explain it in a few sentences. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "life in nature" and its components such as "animals in nature and habitats; daily activities and nature; activities in nature". As they are lower secondary school students in year 5 (five), they can know what "life in nature" and its components such as "animals in nature and habitats; daily activities and nature; activities in nature" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about "life in nature" and also some necessary grammatical chunks/items in English from the previous themes and/or years. These chunks/items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical chunks/items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "life in nature" and its components such as "animals in nature and habitats; daily activities and nature; activities in nature". Recalling and practising with relevant vocabulary and grammatical chunks/items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "life in nature". Therefore, a dialogue game can be played to revise all vocabulary and grammatical chunks/items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical chunks/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks/items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of "life in nature" and its components such as "animals in nature and habitats; daily activities and nature; activities in nature" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.7.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme "life in nature with animals in nature and habitats; daily activities and nature; activities in nature" as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.2, V5.2, V13.2, LS1, LS4, LS5, LS8, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about "life in nature" and the pictures, realia, etc. they can easily answer what the current theme will be "life in nature" and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, LS2, LS4, CS2.10, CS2.17)**.

ENG5.7.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about "life in nature" shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the current theme "life in nature with animals in nature and

habitats; daily activities and nature; activities in nature” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V5.2, V13.2, LS2, LS4, LS5, LS8, CS2.14, CS2.16.2)**.

ENG5.7.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”, some realia brought into the classroom by the teacher could be used **(V5.2, V13.2, LS5, LS8)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.7.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.7.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “life in nature” and the words and/or word groups for “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V5.2, V13.2, LS4, LS5, LS8, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that

she/he has prepared beforehand using some Web 2.0 programmes (**LS2, CS2.16.3**). The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both (**CS2.8**). To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers (**D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”, the students listen (**CS2.9**); then the teacher says the target words/word groups and acts them out, the students repeat after her/him (**SELS2.1, CS2.14**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” (**D2.3, D2.5, V3.3, V5.2, V13.2, LS5, LS8**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS6, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG5.7.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG5.7.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG5.7.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG5.7.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6)**.

ENG5.7.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The

activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about “life in nature” (**CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V5.2, V13.2, LS5, LS8, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme “life in nature” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**D2.3, V5.2, V13.2, LS5, LS8, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme “life in nature” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**V5.2, V13.2, LS5, LS8, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” (**D3.2, D3.8, SELS2.2, V5.2, V13.2, LS5, LS8**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and

check each other's spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of "life in nature with animals in nature and habitats; daily activities and nature; activities in nature", the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests, and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary items in context (**D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V5.2, V7.2, V13.2, LS5, LS8, LS9, CS2.20**). Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.7.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "life in nature with animals in nature and habitats; daily activities and nature; activities in nature", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V5.2, V13.2, LS5, LS8, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the

teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG5.7.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”, as in other themes **(V3.2, V5.2, V13.2, LS5, LS8)**.

ENG5.7.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG5.7.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher’s feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG5.7.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students’ interests and language level **(V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9)**.

ENG5.7.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V5.2, V13.2, LS5, LS8, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.7.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG5.7.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students’ learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” (**V3.2, V3.4, V5.2, V13.2, LS5, LS8**).

ENG5.7.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG5.7.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG5.7.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” (**SELS2.2, SELS3.2, V4.2, V5.2, V13.2, LS5, LS8, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG5.7.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in nature” and its components such as “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” (**V3.4, V4.2, V5.2, V13.2, LS4, LS5, LS8, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.7.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION

Expansion

Objective: To talk and write about animals in nature and their habitats in English for improving writing and reading skills by using the target vocabulary and the target grammatical chunks/items. (Past Progressive Tense /Modal-Should).

Activity 1: This is my story

The teacher writes incomplete sentences that create a short story (e.g. "The weather was in", "While (play), they (hear) a sound", "Everyone (stop)") on slips of paper and prepares a set of cards related to different groups of animals and their habitats (e.g. a bear-an elephant-a snake-a forest, a dolphin-a fish-a whale-an ocean). The teacher divides the class into groups of four/five and distributes the cards and their story slips to each group. The students are first asked to complete the sentences and then to put them in order to make a complete and meaningful story. When they finish writing the story the teacher asks them to write a slogan to protect nature and animals as a group. Then each group is invited to the board to tell their stories and share their slogans in turns. The rest of the class is provided with cards showing emojis (e.g., a smiling face, a thumbs-up emoji), which can be used to evaluate pair performance. They will be engaged while listening to their classmates raising their cards to show their feelings after each performance. The teacher provides constructive feedback to each pair. The students will reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk and write about the animals in nature and their habitats in English for improving writing and reading skills by using the target vocabulary and the target grammatical chunks/items.

Activity 1: This is my story

The teacher writes sentences that create a short story (e.g. "The weather was sunny in the forest. While they were playing, they heard a sound. Everyone stopped") on slips of paper and prepares a set of cards related to different groups of animals and their habitats (e.g. a bear- an elephant- a snake- a forest, a dolphin- a fish-a whale-an ocean). The teacher divides the class into groups of four/five and distributes the cards and their story slips to each group. The students are first asked to put the sentences in order and to make a complete and meaningful story. When they finish writing the story the teacher asks them to write a slogan to protect nature and animals as a group by using the prompts given by her/him (e.g. not destroy/natural habitats, protect/animals and nature). Then each group is invited to the board to tell their stories and share their slogans in turns. The rest of the class is provided with cards showing emojis (e.g. a smiling face, a thumbs-up emoji), which can be used to evaluate pair performance. They will be engaged while listening to their classmates raising their cards to show their feelings after each performance. The teacher provides constructive feedback to each pair. The students will reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 8: LIFE IN THE UNIVERSE

Sub-themes: Planets in the solar system; facts about planets; earth as a planet; extreme weather conditions

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

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V16. Responsibility, V18. Cleanliness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.8.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in the universe” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.8.L2. Students can bring information about the current content on “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” together through significant details and main components while listening (to)/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.8.L3. Students can make meaning of/derive meaning from the current content on “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.8.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions”

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.5.8.P1. Students can select and use the target phonological elements of the current content about “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.8.R1. Students can get ready for the reading-comprehension process about the current content on “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences, and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.8.R2. Students can bring information about the current content on “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.8.R3. Students can make meaning of / derive meaning from the current content about “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.8.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.8.V1. Students can select and use the target vocabulary of the current content about “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.8.G1. Students can select and use the target grammatical elements of the current content about “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*

- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks/items presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks/items that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks/items in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks/items provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks/items that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks/items when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.8.W1. Students can get ready for the writing-expression process about the current content on “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.8.W2. Students can understand the model/example for the writing task about the current content on “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.8.W3. Students can organise a content for the assigned writing task on the current content “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.8.W4. Students can individually construct/form content for the assigned writing task on the current content “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks/items accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.8.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.8.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.8.S1. Students can get ready for speaking-expression process about the current content on “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.8.S2. Students can use the model/example for producing verbal content about the current content on “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.8.S3. Students can organise a new verbal content on “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*

- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.8.S4. Students can construct a new verbal content on “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks/items, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.8.S5. Students can reorganise (reconstruct) and use information about the “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.8.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN THE UNIVERSE

Sub-themes: "Planets in the solar system; facts about planets; earth as a planet; extreme weather conditions".

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for planets in the solar system: Nouns: A planet, the moon, the sun, moon(s), a star, the sky, space, the Milky Way, a comet, a galaxy, the world, size, spaceship. Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. Directions: East, west, north, south.

Vocabulary for facts about planets: Nouns: An asteroid, an astronaut, a climate (change), a comet, a diameter, dust, energy, gas, metal, a movement, ring(s), a rock, atmosphere, a satellite, an orbit, a surface, solar energy. Verbs: To exist, to light, to rise, to revolve around, to travel around, to rise, to discover. Adjectives: Dwarf, bright, connected, enormous, liquid, solid, major, huge, enormous.

Vocabulary for the Earth as a planet: Verbs: To cover, to heat, to prevent, to protect, to provide, to rise, to reduce, to recycle, to explore. Nouns: A continent, a desert, a disaster, the environment, heat, a hole, pollution, population, a position, a stone, a source, smoke, temperature, air, weather, the environment. Adjectives: Habitable, recent, plastic, extreme, global.

Target Grammatical Structures in Use:

- Zero Conditional: (If you heat plastic, it melts into a liquid form).
- Conditional 1: (If astronauts discover water on Mars, they will explore it further in the future).
- Unless: (Unless scientists protect the environment, Earth's population will have harm).

Background Grammatical Structures:

- Simple Future Tense: (The astronauts will visit new places beyond our planet.)

Functions of the Target Grammatical Structures in Use:

- Use of Zero Conditional: Describing general truths, facts, or habitual actions that are always true if certain conditions are fulfilled.
- Use of Conditional 1: Describing possible or likely outcomes in the future based on a condition being fulfilled.
- Use of "Unless": Expressing a condition in a negative form indicating something will happen only if the condition is not fulfilled.
- Use of "If": Introducing a condition to describe potential actions, situations, or consequences, often expressing possibility or uncertainty.

Functions of the Background Grammatical Structures in Use:

- Use of the Simple Future Tense: Describing predictions for the future.

*About "Background Grammatical Structures in Use":

The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual

support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Social Language Expressions in Use:

Big as Jupiter, small as Mercury!

Blue like the oceans, green like the trees! Home is here Earth is!

The sun is burning today!

Target Phonological Sounds in Use:

Vowel: i, Consonant: j

Vowel: i: (/aɪ/, /ɪ/, /i:/)

Consonants: j: (/dʒeɪ/, /dʒ/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “life in the universe” and its components such as “planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in the universe” and its components such as “planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Planets, solar system, planets in the solar system, facts, facts about planets, the Earth, Earth as a planet, weather conditions, extreme weather conditions.

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

PERFORMANCE ASSIGNMENT: Students will prepare a poster about the planets in the solar system. First, they will select a planet and try to find interesting facts about that planet's size, temperature, and important and different features. Then they will draw the planet on a piece of paper (or digitally) and write a few sentences about that planet such as "Jupiter has 95 moons!". They may use drawings or pictures. Finally, they will make presentations by showing their posters in the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme is based on the students' knowledge of "life in the universe" and its components such as "planets in the solar system; facts about planets; earth as a planet; extreme weather conditions". As they are lower secondary school students in year 5 (five), they can know what "life in the universe" and its components such as "planets in the solar system; facts about planets; earth as a planet; extreme weather conditions" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about "life in the universe" and also some necessary grammatical chunks/items in English from the previous themes and/or years. These grammatical chunks/items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical chunks/items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "life in the universe" and its components such as "planets in the solar system; facts about planets; earth as a planet; extreme weather conditions". Recalling and practising with relevant vocabulary and grammatical chunks/items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "life in the universe". Therefore, a dialogue game can be played to revise all vocabulary and language chunks/items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical chunks/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical chunks/items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of "life in the universe" and its components such as "planets in the solar system; facts about planets; earth as a planet; extreme weather conditions" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.8.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V5.3, V18.3, LS1, LS4, LS7, LS8, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same

time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about “life in the universe” and the pictures, realia, etc. they can easily answer what the current theme will be “life in the universe” and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, LS2, LS4, CS2.10, CS2.17)**.

ENG5.8.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “life in the universe” shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the current theme “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V5.3, V18.3, LS2, LS4, LS7, LS8, CS2.14, CS2.16.2)**.

ENG5.8.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions”, some realia brought into the classroom by the teacher could be used **(V5.3, V18.3, LS7, LS8)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.8.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY:

The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express

what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.8.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “life in the universe” and the words and/or word groups for “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V5.3, V18.3, LS4, LS7, LS8, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” **(D2.3, D2.5, V3.3, V5.3, V18.3, LS7, LS8)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG5.8.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the

theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG5.8.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content (**CS2.6, CS2.7**). In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story (**CS2.4**). By doing so, they will be able to understand the story/text in general using the main elements (**D3.2, D3.6, V3.3, V3.4, LS1**).

ENG5.8.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG5.8.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG5.8.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about "life in the universe" (**CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/ he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme "life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions", that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V5.3, V18.3, LS7, LS8, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme "life in the universe" and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for "life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions", on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**D2.3, V5.3, V18.3, LS7, LS8, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme "life in the universe" are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V5.3, V18.3, LS7, LS8, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” **(D3.2, D3.8, SELS2.2, V5.3, V18.3, LS7, LS8)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D3.3, SELS3.1, SELS3.2, V4.2, V4.4, V5.3, V7.2, V18.3, LS7, LS8, LS9, CS2.20)**. Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.8.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students’ attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students’ attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students’ identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher **(CS2.7)**.

These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class **(SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2)**. Both the teacher and the class members give feedback to the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.3, V6.2, V10.3, LS6)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.3, V5.3, V18.3, LS7, LS8, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG5.8.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions", as in other themes **(V3.2, V5.3, V18.3, LS7, LS8)**.

ENG5.8.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG5.8.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/

pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG5.8.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG5.8.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions" in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V5.3, V18.3, LS7, LS8, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.8.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG5.8.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions" (**V3.2, V3.4, V5.3, V18.3, LS7, LS8**).

ENG5.8.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG5.8.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG5.8.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” (**SELS2.2, SELS3.2, V4.2, V5.3, V18.3, LS7, LS8, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG5.8.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in the universe” and its components such as “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” (**V3.4, V4.2, V5.3, V18.3, LS4, LS7, LS8, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.8.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION**Expansion**

Objective: To engage in conversations about living in space in English by using the target vocabulary and grammatical chunks/items.

Activity 1: Would you eat space ice cream?

The teacher writes some phrases (e.g. live on Mercury, travel around the galaxy, land on the Moon) on the cards for each pair/group. She/he divides the class into pairs/groups. The teacher begins the activity by choosing a card and giving an example (e.g. "What will you do if you are from another planet?") and asks the students to choose a card and ask similar questions to each other in turns. Then, the students are supposed to choose and write down the most creative answer and write one of their wishes about their own planet. When they all finish their conversations each pair/group goes to the board to share their answer and wish with their classmates. The rest of the class is given with a form including five stars that can be used to evaluate pair/group performance. They will be engaged by colouring the stars to choose the most creative answer while listening to their classmates. The teacher gives constructive feedback to each pair. The students will reflect on their thoughts and feelings about the activity.

Supporting

Objective: To engage in conversations about living in space in English by using the target vocabulary and the grammatical chunks/items.

Activity 1: Would you eat space ice cream?

The teacher writes some questions (e.g. What would you do if you met an alien?, What would you do if you lived on Mercury?, What would you do if you travelled around the galaxy?) and some phrases to guide the students who might need to use while answering the questions (e.g. eating space ice cream, watching the Sun, jumping up every day) on the cards for each pair/group. She/he divides the class into pairs/groups. The teacher begins the activity by selecting a card and giving an example (e.g. What would you do if you were from another planet?) and asks the students to select a card and ask the questions to each other in turns. If the student has difficulty in answering the question, she/he can draw one of the phrase cards given by the teacher. Then, the students are supposed to choose and write down the most creative answer and write one of their wishes about their own planet. When they all finish their conversations each pair/group go to the board to share their answer and wish with the classmates. The rest of the class is provided with a form including five stars, which can be used to evaluate pair/group performance. They will be engaged by colouring the stars to choose the most creative answer while listening to their classmates. The teacher gives constructive feedback to each pair. The students will reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 9: SCHOOL LIFE & EDUCATION

Sub-themes: Schools from different parts of the world; extracurricular activities at school; clubs at school

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

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.9.L1. Students can get ready for the listening/watching-comprehension process for the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “school life and education” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.9.L2. Students can bring information about the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” together through significant details and main components while listening (to)/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.9.L3. Students can make meaning of/derive meaning from the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.9.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening (to)/watching-comprehension process about the current content by sharing them with others.*

ENG.5.9.P1. Students can select and use the target phonological elements of the current content about “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.9.R1. Students can get ready for the reading-comprehension process about the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.9.R2. Students can bring information about the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.9.R3. Students can make meaning of / derive meaning from the current content about “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.9.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.9.V1. Students can select and use the target vocabulary of the current content about “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.9.G1. Students can select and use the target grammatical elements of the current content about “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*

- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks/items presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks/items that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks/items in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks/items provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks/items that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks/items when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.9.W1. Students can get ready for the writing-expression process about the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.9.W2. Students can understand the model/example for the writing task about the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.9.W3. Students can organise a content for the assigned writing task on the current content “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.9.W4. Students can individually construct/form content for the assigned writing task on the current content “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks/items accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.9.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.9.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.9.S1. Students can get ready for speaking-expression process about the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.9.S2. Students can use the model/example for producing verbal content about the current content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.9.S3. Students can organise a new verbal content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*

- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.9.S4. Students can construct a new verbal content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks/items, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.9.S5. Students can reorganise (reconstruct) and use information about the “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.9.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

SCHOOL LIFE & EDUCATION

Sub-themes: “Schools from different parts of the world; extracurricular activities at school; clubs at school”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for general terms related to education:

Nouns: An educational programme, a diploma, a year (grade AmE), an extracurricular activity, a student, a qualification, facilities. Verbs: To graduate, to practise (to practice-AmE), to research, to register.

Vocabulary for types of school: A primary school (an elementary school-AmE), a lower secondary school (junior high school/middle school-AmE), an upper secondary school (high school-AmE), a vocational school, a private school, a public school, an international school, a boarding school, a special needs school, a language school, a college, a university.

Vocabulary for facilities in different types of schools:

Nouns: A cafeteria, a courtyard, a gym, a conference room, a seminar room, a swimming pool, a tennis court, a basketball court, a teacher’s room/a staff room (teachers’ lounge-AmE), a headmaster’s office (principal’s office-AmE), a counsellor’s office (counselor’s office-AmE), a prayer room, a technology lab.

Vocabulary for regular activities in different types of schools:

Nouns: A Lecture, classwork, an exam, a quiz, a project, a discussion, a presentation, group work, laboratory work, an experiment, an exhibition. School Subjects: Information Technology (IT), Geography, History, Physics, Chemistry, Biology, Maths (Math-AmE), Literature, Social Studies, Philosophy, Art, Music, Physical Education (P.E.), Religion and Morals.

Vocabulary for extracurricular activities in different types of schools:

Nouns: Debate club, maths club, science club, chess club, literature club, art club, coding club, history club, volunteers club, spelling bee club, drama club, sculpture club, robotics club.

Vocabulary for sports at school:

Nouns: Football(soccer-AmE), basketball, swimming, tennis, martial arts, gymnastics, cycling, rugby, skiing, hiking.

Target Grammatical Structures in Use:

-Passive Voice in Present Tenses for Daily Speech: (Projects are assigned to students by the teachers.)

-Question Tags with Perfect Tenses: (You’ve completed your class project on time, haven’t you?)

-Articles (a/an/the): (A boarding school, an international school, the school).

Background Grammatical Structures in Use:

-The Present Simple Tense: (Students play football, basketball, and tennis regularly.)

-The Present Progressive Tense: (The students are working on a group project about social studies now.)

-The Present Perfect Tense: (Students have conducted research projects on various scientific topics since last month.)

-The Present Perfect Progressive Tense: (She has been practising painting in the art club every weekend since October.)

-There is/There are: (There is a cafeteria in the school. There are many sports teams in this school including basketball and tennis teams.)

Functions of the Target Grammatical Structures in Use:

-Use of Passive Voice in Present Tenses for Daily Speech: Describing what happens to someone or something, not who does it.

-Use of "Question Tags" with Perfect Tenses: Checking information, confirming understanding and/or inviting agreement about actions completed.

Use of articles (a/an/the): Expressing non-specific or general items and specific or definite items.

Functions of the Background Grammatical Structures:

-Use of the Simple Present Tense: Expressing routines, habits, general truths, and facts.

-Use of the Present Progressive Tense: Indicating actions happening right now or ongoing activities.

-Use of the Present Perfect Tense: Expressing actions that started in the past and continue into the present or have an effect on the present.

-Use of the Present Perfect Progressive Tense: Expressing actions that began in the past and are still continuing, emphasising the duration.

-Use of "There is/There are": Introducing existence or presence, specifying objects, people, or places in a location.

***About "Background Grammatical Structures in Use":**

The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Social Language Expressions in Use:

Rise and shine, time for school fun!

Let's tidy up before we go home!

See you bright and early tomorrow!

School is over today.

Catch you later. Alligator!

Target Phonological Sounds in Use:

Consonants: k, l

Consonants: k: (/k/, silent /k/); l: (/ɛl/ /l/, silent /l/);

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme "schools from different parts of the world; extracurricular activities at school; clubs at school" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "schools from different parts of the world; extracurricular activities at school; clubs at school" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Schools, different parts of the world, schools from different parts of the world, extracurricular activities, extracurricular activities at school, clubs, clubs at school.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will explore the diversity of school types, both locally and globally. They will begin by researching schools in different parts of the world and learn about their significant features, activities, and traditions. Next, they think about the clubs and activities of schools. They will compare these schools to their own school by focusing on extracurricular activities like sports, music, art, or science clubs. They will create a creative project, such as a blog, presentation including drawings, photographs, or facts about a school club they enjoy or would like to join. They will share their findings and ideas with the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "school life and education" and its components such as "schools from different parts of the world; extracurricular activities at school; clubs at school (sports, music, book...)". As they are lower secondary school students in year 5 (five), they can know what "school life and education" and its components such as "schools from different parts of the world; extracurricular activities at school; clubs at school (sports, music, book...)" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about "school life and education" and also some necessary grammatical chunks/items in English from the previous themes and/or years.

These grammatical chunks/items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical chunks/items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "school life and education" and its components such as "schools from different parts of the world; extracurricular activities at school; clubs at school (sports, music, book...)". Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "school life and education". Their knowledge of the days of the week and holidays will help them learn and practise important national holidays such as "the Republic Day of Türkiye". Therefore, a dialogue game can be played to revise all vocabulary and language chunks/items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical chunks/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks/items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of "school life and education" and its components such as "schools from different parts of the world; extracurricular activities at school; clubs at school" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.9.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V4.5, V7.2, V14.3, V16.3, LS1, LS4, LS5, LS6, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about “school life and education” and the pictures, realia, etc. they can easily answer what the current theme will be “school life and education” and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V16.3, LS2, LS4, CS2.10, CS2.17**).

ENG5.9.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “school life and education” shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the current theme “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V4.5, V7.2, V14.3, V16.3, LS2, LS4, LS5, LS6, CS2.14, CS2.16.2)**.

ENG5.9.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”, some realia brought into the classroom by the teacher could be used **(V4.5, V7.2, V14.3, V16.3, LS5, LS6)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.9.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.9.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “school life and education” and the words and/or word groups for “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced (**V3.3, V4.5, V7.2, V14.3, V16.3, LS4, LS5, LS6, CS2.6**). She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes (**LS2, CS2.16.3**). The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both (**CS2.8**). To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers (**D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”, the students listen (**CS2.9**); then the teacher says the target words/word groups and acts them out, the students repeat after her/him (**SELS2.1, CS2.14**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” (**D2.3, D2.5, V3.3, V4.5, V7.2, V14.3, V16.3, LS5, LS6**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS6, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG5.9.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and

critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG5.9.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content (**CS2.6, CS2.7**). In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story (**CS2.4**). By doing so, they will be able to understand the story/text in general using the main elements (**D3.2, D3.6, V3.3, V3.4, LS1**).

ENG5.1.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG5.9.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG5.9.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about “school life and education” (**V16.3, CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V4.5, V7.2, V14.3, LS5, LS6, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme “school life and education” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**)(7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, V16.3, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**D2.3, V4.5, V7.2, V14.3, LS5, LS6, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme “school life and education” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**V4.5, V7.2, V14.3, V16.3, LS5, LS6, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures

of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school” (**D3.2, D3.8, SELS2.2, V4.5, V7.2, V14.3, V16.3, LS5, LS6**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary items in context (**D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V4.5, V7.2, V14.3, V16.3, LS5, LS6, LS9, CS2.20**). Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.9.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students’ attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students’ attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students’ identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students’ attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they

say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.3, V6.2, V10.3, LS6)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.3, V4.5, V7.2, V14.3, V16.3, LS5, LS6, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG5.9.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school", as in other themes **(V3.2, V4.5, V7.2, V14.3, V16.3, LS5, LS6)**.

ENG5.9.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG5.9.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG5.9.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG5.9.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V4.5, V7.2, V14.3, V16.3, LS5, LS6, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.9.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG5.9.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" (**V3.2, V3.4, V4.5, V7.2, V14.3, V16.3, LS5, LS6**).

ENG5.9.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG5.9.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13).**

ENG5.9.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" **(SELS2.2, SELS3.2, V4.2, V4.5, V7.2, V14.3, V16.3, LS5, LS6, CS2.20).** AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20).**

ENG5.9.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20).** Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14).** These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "school life and education" and its components such as "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" **(V3.4, V4.2, V4.5, V7.2, V14.3, V16.3, LS4, LS5, LS6, CS3.1, CS2.20).** AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20).** These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.9.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15).** Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2).** The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V6.2, V10.3, V20.4, LS1, LS6).**

DIFFERENTIATION

Expansion

Objective: To talk about school life, daily routines, and educational activities in English by using target vocabulary and grammatical chunks/items.

Activity 1: Welcome to Our School! (A Foreigner's Guide to School Life)

The teacher informs the class that a foreigner (or even an alien!) has arrived at their school to learn about the daily routines, activities, and life in school. The class is divided into small groups. The teacher asks each group to prepare a "School Life Guide" for the foreigner/alien, including the daily routines, activities, and life in school, e.g. "Our school is a public school", or "We have a chess club, a drama club, and a science club". Each group presents their school life guide, and the rest of the class listens carefully and asks more personal and reflective follow-up questions, e.g. "What do you like most about your school?" or "What do you enjoy doing during the breaks?". The teacher provides constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students write down one thing they did well and one thing they want to improve for next time. They also give a "stars" rating (1-5) for their peer's performance, followed by a short explanation: "I gave you 4 stars because your pronunciation is good, but you should give more details". The students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about school life, daily routines, and educational activities in English by using the target vocabulary and grammatical chunks/items related to schools and education.

Activity 1: Welcome to Our School! (A Foreigner's Guide to School Life)

The teacher informs the class that a foreigner has arrived at their school to learn about the daily routines, activities, and life in school. The class is divided into small groups. The teacher asks each group to prepare a "School Life Guide" for the foreigner/alien, including the daily routines, activities, and life in school, e.g. "Our school is a public school", or "We have a chess club, a drama club, and a science club". The teacher provides a checklist of the things that each student should mention in their presentation and sample sentence beginnings to guide students. Each group presents their school life guide, and the rest of the class listens carefully and asks more personal and reflective follow-up questions, e.g. "What do you like most about your school?" or "What do you enjoy doing during the breaks?". The teacher gives constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students complete the sentence beginnings to reflect on one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance and a short explanation by completing sentence beginnings, e.g. "I gave you _____ because your _____ is good, but you should _____". The students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 10: CLASSROOM LIFE & LEARNING

Sub-themes: Technological classroom tools; learning activities in the classroom; cardinal and ordinal numbers

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

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.10.L1. Students can get ready for the listening /watching-comprehension process for the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “classroom life and learning” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.10.L2. Students can bring information about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” together through significant details and main components while listening(to)/watching it.

- a) *Students comprehend the topic of the current content by listening(to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening(to) and watching it again in a careful manner.*

ENG.5.10.L3. Students can make meaning of/derive meaning from the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” through significant details by listening(to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.10.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”

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

ENG.5.10.P1. Students can select and use the target phonological elements of the current content about “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.10.R1. Students can get ready for the reading-comprehension process about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.10.R2. Students can bring information about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.10.R3. Students can make meaning of / derive meaning from the current content about “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*

- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.10.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.10.V1. Students can select and use the target vocabulary of the current content about “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.10.G1. Students can select and use the target grammatical elements of the current content about “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks/items presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks/items that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks/items in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks/items provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks/items that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks/items when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.10.W1. Students can get ready for the writing-expression process about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.10.W2. Students can understand the model/example for the writing task about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.10.W3. Students can organise a content for the assigned writing task on the current content “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.10.W4. Students can individually construct/form content for the assigned writing task on the current content “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks/items accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.10.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.10.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.10.S1. Students can get ready for speaking-expression process about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.10.S2. Students can use the model/example for producing verbal content about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.10.S3. Students can organise a new verbal content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*

- b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.10.S4. Students can construct a new verbal content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” by speaking accurately, efficiently, and authentically.

- a) Students use target pronunciation, vocabulary, language chunks/items, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.10.S5. Students can reorganise (reconstruct) and use information about the “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” to communicate with other people.

- a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.10.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

CLASSROOM LIFE & LEARNING

Sub-themes: “Technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for technological classroom tools:

Verbs: To access, to download, to upload, to sign in, to sign out, to sign up, to search, to send, to text, to receive, to connect, to print, to click, to switch on, to switch off, to log in, to log out, to label. Nouns: A PC, a laptop, a printer, a server, a screen, a keyboard, a file, a homepage, a website, a webcam, a web page, a smartphone, a connection, 3d printer, a headset.

Vocabulary for learning activities:

Nouns: An assignment, pair work, group work, a role-play, brainstorming, a discussion, a question-answer session, a task, a presentation. Verbs: To take notes, to summarise, to analyse, to compare, to define, to solve a problem, to conclude, to participate, to share, to guess, to discuss.

Cardinal numbers: (500-1000)

Ordinal numbers: (50-100):

Target Grammatical Structures in Use:

-Passive Voice in Future Tenses for Daily Speech: (The homework will be finished by tomorrow morning).

Background Grammatical Structures in Use:

-The Simple Future Tense “Will”: (The IT workshop will start at 10:00 a.m. tomorrow.)

- “Be going to Future” Tense: (The students are going to sign up for a webinar on educational technology in the afternoon.)

-The Present Progressive Tense for the Future: (The teacher is printing the exam sheets for the next session at the moment.)

-The Simple Present Tense for the Future: (The new website for the online library opens next Monday.)

-Question Tags with Future Tenses: (You’re going to participate in an online quiz, aren’t you?)

- “Can” for Polite Requests: (Can you share your screen with us?)

- “Can” for Probability: (You can take notes on your mobile phone.)

Functions of the Grammatical Structures in Use:

-Use of Passive Voice in Future Tenses for Daily Speech: Emphasising the future action and its receiver rather than the doer.

Functions of the Background Grammatical Structures in Use:

- Use of the Present Progressive Tense for the Future: Describing fixed plans or arrangements that have already been decided.
- Use of the Simple Future Tense for the Future: Making predictions, promises, decisions made at the moment of speaking and/or to express future facts.
- Use of The Simple Present Tense for the Future: Describing scheduled or timetabled events, particularly those related to fixed arrangements.
- Use of the "Be going to Future Tense": Expressing plans, intentions, or predictions based on evidence.
- Use of "Question Tags" with Future Tenses: Confirming future actions.
- Use of "Can" for Polite Requests: Making polite requests in the context of classroom life and learning.
- Use of "Can" for Probability: Expressing probability in the context of classroom life and learning.

***About "Background Grammatical Structures in Use":**

The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Social Language Expressions in Use:

Can you give me a hand (with this question)?

You nailed it! High five!

Yay! I got it right!

Work smarter, not harder!

I'm a quick study!

Target Phonological Sounds in Use:

Consonants: m, n

Consonants: m; (/ɛm/, /m/); n: (/ɛn/, /n/, silent /n/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “classroom life and learning” and its components such as “technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “classroom life and learning” and its components such as “technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Tools, technological tools, classroom tools, technological classroom tools, activities, learning activities, learning activities in the classroom, numbers, cardinal numbers, ordinal numbers.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will take on the role of “Classroom Tour Guides” and create a detailed, creative tour experience for their classmates. In this project, each student or group will design a tour booklet, video, or live presentation that are related to different parts of their classroom life. They will act as guides to highlight technological tools like computers, Smart Boards, and headphones explaining how each tool helps students learn things. They will also share their favourite learning activities and describe why they enjoy those activities. Additionally, they can work with cardinal numbers (500-1000) and ordinal numbers (50-100) by creating fun number challENG.es, scavENG.er hunts, and/or ranking activities around the classroom. The tour experience should include drawings, photographs or short stories for making it interactive, informative, and full of surprises for their audience. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “classroom life and learning” and its components such as “technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”. As they are lower secondary school students in year 5 (five), they can know what “classroom life and learning” and its components such as “technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about

“classroom life and learning” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “classroom life and learning” and its components such as “technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “classroom life and learning”. Therefore, a dialogue game can be played to revise all vocabulary and grammatical chunks/items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical chunks/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical chunks/items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “classroom life and learning” and its components such as “technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.10.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.2, V4.1, V6.2, V14.1, LS1, LS4, LS7, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about “classroom life and learning” and the pictures, realia, etc. they can easily answer what the current theme will be “classroom life and learning” and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V16.3, LS2, LS4, CS2.10, CS2.17)**.

ENG5.10.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “classroom life and learning” shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the current theme “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V4.1, V6.2, V14.1, LS2, LS4, LS7, CS2.14, CS2.16.2)**.

ENG5.10.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”, some realia brought into the classroom by the teacher could be used **(V4.1, V6.2, V14.1, LS7)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory

digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.10.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.10.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “classroom life and learning” and the words and/or word groups for “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V4.1, V6.2, V14.1, LS4, LS7, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “classroom life and learning with technological classroom tools; learning activities in the classroom;

cardinal numbers and ordinal numbers”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” **(D2.3, D2.5, V3.3, V4.1, V6.2, V14.1, LS7)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG5.10.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG5.10.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG5.10.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG5.10.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG5.10.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about "classroom life and learning" (**V16.3, CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He

quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V4.1, V6.2, V14.1, LS7, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme “classroom life and learning” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, V16.3, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**D2.3, V4.1, V6.2, V14.1, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme “classroom life and learning” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**V4.1, V6.2, V14.1, LS7, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” (**D3.2, D3.8, SELS2.2, V4.1, V6.2, V14.1, LS7**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary

items in context (**D2.5, D3.3, SELS3.1, SELS3.2, V4.1, V4.2, V4.4, V6.2, V7.2, V14.1, LS7, LS9, CS2.20**). Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.10.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V4.1, V6.2, V14.1, LS7, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG5.10.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”, as in other themes (**V3.2, V4.1, V6.2, V14.1, LS7**).

ENG5.10.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG5.10.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher’s feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG5.10.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students’ interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG5.10.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” in their writing (**SELS2.2, SELS2.3, V3.4, V4.1, V4.2, V6.2, V14.1, LS7, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.10.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(D1.5, SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V6.2, V10.3, V20.4, LS1, LS6)**.

ENG5.10.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" **(V3.2, V3.4, V4.1, V6.2, V14.1, LS7)**.

ENG5.10.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context **(D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4)**.

ENG5.10.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13)**.

ENG5.10.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" **(SELS2.2, SELS3.2, V4.1, V4.2, V6.2, V14.1, LS7, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20)**.

ENG5.10.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "classroom life and learning" and its components such as "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" (**V3.4, V4.1, V4.2, V6.2, V14.1, LS4, LS7, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.10.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION**Expansion**

Objective: To talk about classroom activities, learning events, or educational plans in English by using the target vocabulary and the grammatical chunks/items.

Activity 1: Creating a Class Learning Calendar

The teacher divides the class into pairs or small groups of 3-4 students, and asks each group to prepare a weekly learning calendar for their class by deciding what types of activities to include, e.g. "class discussions, quizzes, and presentations". Each group presents their learning calendar to the class. During the presentation, the rest of the class listens very carefully and asks further follow-up questions about the reasons behind their choices. The teacher gives constructive feedback on students' performances in terms of accurate and appropriate use of target vocabulary and grammatical chunks and their presentation. Students write down one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance, followed by a short explanation: "I gave you 4 stars because your pronunciation is good, but you should give more details". The students reflect on their thoughts and feelings about the activity

Supporting

Objective: To talk about classroom activities, learning events, or educational plans in English by using the target vocabulary and the grammatical chunks/items.

Activity 1: Creating a Class Learning Calendar

The teacher divides the class into pairs or small groups of 3-4 students, and asks each group to prepare a weekly learning calendar for their class by deciding what types of activities to include, e.g. "class discussions, quizzes, and presentations". The teacher gives a checklist of several activities for students to choose from. Each group presents their learning calendar to the class. During the presentation, the rest of the class listens very carefully and asks further follow-up questions about the reasons behind their choices. The teacher gives sentence beginnings as a support, e.g. "We are going to work on _____ and on _____." The teacher gives constructive feedback on students' performances in terms of accurate and appropriate use of target vocabulary and grammar and their presentation. Students write down one thing they have done well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance, followed by a short explanation: "I gave you 4 stars because your pronunciation is good, but you should give more details". The teacher gives constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students complete the sentence beginnings to reflect on one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance and a short explanation by completing sentence beginnings, e.g. "I gave you _____ because your _____ is good, but you should _____". The students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 11: PERSONAL LIFE & WELL-BEING

Sub-themes: Body parts; human illnesses and diseases; keeping good health

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

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V13. Healthy Living, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.11.L1. Students can get ready for the listening/watching-comprehension process for the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “personal life and well-being” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.11.L2. Students can bring information about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health” together through significant details and main components while listening (to)/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.11.L3. Students can make meaning of/derive meaning from the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.11.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health”

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.5.11.P1. Students can select and use the target phonological elements of the current content about “personal life and well-being with body parts; human illnesses and diseases; keeping good health” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.11.R1. Students can get ready for the reading-comprehension process about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.11.R2. Students can bring information about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.11.R3. Students can make meaning of / derive meaning from the current content about “personal life and well-being with body parts; human illnesses and diseases; keeping good health” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.11.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life and well-being with body parts; human illnesses and diseases; keeping good health” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.11.V1. Students can select and use the target vocabulary of the current content about “personal life and well-being with body parts; human illnesses and diseases; keeping good health” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.11.G1. Students can select and use the target grammatical elements of the current content about “personal life and well-being with body parts; human illnesses and diseases; keeping good health” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks/items presented verbally in context with the help of body language.*

- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks/items that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks/items in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks/items provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks/items that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks/items when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.11.W1. Students can get ready for the writing-expression process about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.11.W2. Students can understand the model/example for the writing task about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.11.W3. Students can organise a content for the assigned writing task on the current content “personal life and well-being with body parts; human illnesses and diseases; keeping good health” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.11.W4. Students can individually construct/form content for the assigned writing task on the current content “personal life and well-being with body parts; human illnesses and diseases; keeping good health”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*

- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks/items accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.11.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “personal life and well-being with body parts; human illnesses and diseases; keeping good health” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.11.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life and well-being with body parts; human illnesses and diseases; keeping good health” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.11.S1. Students can get ready for speaking-expression process about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.11.S2. Students can use the model/example for producing verbal content about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.11.S3. Students can organise a new verbal content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*

- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.11.S4. Students can construct a new verbal content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks/items, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.11.S5. Students can reorganise (reconstruct) and use information about the “personal life and well-being with body parts; human illnesses and diseases; keeping good health” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.11.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “personal life and well-being with body parts; human illnesses and diseases; keeping good health” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

PERSONAL LIFE & WELL BEING

Sub-themes: "Body parts; human illnesses and diseases; keeping good health".

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for body parts:

Nouns: A head, a face, hair, a forehead, an eyebrow, an eyelash, an eye, an ear, a nose, a mouth, lips, a tongue, a tooth, teeth, a chin, a neck, shoulders, a chest, a back, an arm, a hand, fingers, a leg, a knee, an ankle, a foot, toes, heart, brain, a stomach.

Vocabulary for human illnesses and diseases:

Nouns: A patient, a cold, the flu, cough, a headache, stomach ache, sore throat, a backache, earache, allergy, allergic reaction, treatment, COVID-19, a patient, pain, a painkiller, an emergency, blood, medical help. Verbs: To vomit, to lie down, to feel dizzy, to breathe, to get better, to get worse, to feel sick, to spin, to hurt, to treat, to examine. Adjectives: Painful, pale, weak.

Vocabulary for keeping good health:

Adjectives: Empathy, ambitious, creative, courageous. Nouns: Self-care, mindfulness, social connection, happiness, digital detox. Verbs: To keep fit, to exercise, to work out, to support, to explore.

Target Grammatical Structures in Use:

- Passive Voice in Past Tenses: (The patient was carefully examined by the doctor.)
- Comparatives & Superlatives of Adjectives: (A toothache is more painful than a headache). (The most painful common illness is probably a headache.)
- "Used to": (People used to give importance to physical activity in the old days.)
- "Should": (You should drink plenty of water to stay hydrated.)

Background Grammatical Structures in Use:

- The Simple Past Tense: (He exercised every day last week).
- The Past Progressive Tense: (The athlete was training hard for the football match last month.)
- "Must/Can't" for Deduction: (He must have a headache because he is pressing his forehead with both hands. She can't be allergic to pollen as she exercises outdoors every day without any problems.)

Functions of the Target Grammatical Structures in Use:

- Use of Passive Voice in Past Tenses: Emphasising the action itself rather than who performed the action, often highlighting the receiver of an action in the past.
- Use of "Used To": Expressing habits, routines, and states in the past that no longer occur in the present.
- Use of "Comparative Adjectives": Expressing difference or degree between two things, people and/or entities.

-Use of "Superlative Adjectives": Expressing the highest or lowest degree among three or more things, people and/or entities.

-Use of "Should": Expressing advice, giving recommendations, and suggesting actions.

Functions of the Background Grammatical Structures

-Use of the Past Progressive Tense: Describing actions that were ongoing in the past, often emphasising the continuous nature of an event at a particular moment.

-Use of the Simple Past Tense: Indicating actions that were completed in the past, often with a specific time reference.

-Use of "Must" for Deduction: Expressing a strong certainty or logical deduction based on evidence or reasoning.

-Use of "Can't" for Deduction: Indicating a strong logical impossibility.

*About "Background Grammatical Structures in Use":

The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Social Language Expressions in Use:

You finished your work? Good on you!

No worries!

Stay calm!

You look at the picture of health!

My mother always wraps me in cotton wool!

I'm on the mend after having a heavy flu!

Target Phonological Sounds in Use:

Vowels and Consonants: o, p

Vowel: o: (/əʊ/, /ɒ/, /əʊ/)

Consonant: p: (pi://p/, silent /p/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme "personal life and well-being" and its components such as "body parts; human illnesses and diseases; keeping good health" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "personal life and well-being" and its components such as "body parts; human illnesses and diseases; keeping good health" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

body parts, human illnesses, human diseases, health, good health, keeping good health.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will create a short, illustrated story book called "Staying Healthy Adventures". In their story, they will include a main character who gets sick (e.g. a child with a cold or a stomachache) and show how they recover by following good health tips. The story should include vocabulary about body parts (e.g. "head", "stomach"), illnesses (e.g. "fever", "cough"), and healthy habits (e.g. "eating fruits", "exercising"). Students will write simple sentences for each page and draw colourful pictures to match the story. For example: "Yasemin has got a sore throat. She should drink warm tea and have a rest". After finishing their storybooks, students will share them with the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "personal life and well-being" and its components such as "body parts; human illnesses and diseases; keeping good health". As they are lower secondary school students in year 5 (five), they can know what "personal life and well-being" and its components such as "body parts; human illnesses and diseases; keeping good health" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about "personal life and well-being" and also some necessary grammatical chunks/items in English from the previous themes and/or years. These grammatical chunks/items and vocabulary are revised during the "Revision Programme"

at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "personal life and well-being" and its components such as "body parts; human illnesses and diseases; keeping good health". Recalling and practising with relevant vocabulary and grammatical chunks/items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "personal life and well-being". Therefore, a dialogue game can be played to revise all vocabulary and language chunks/items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical chunks/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical chunks/items in the current theme. (Their performance can be evaluated by rubrics throughout these practices).

Establishing Links

Students can recall the current (theme) concept of "personal life and well-being" and its components such as "body parts; human illnesses and diseases; keeping good health" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.11.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health” as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS4, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about “personal life and well-being” and the pictures, realia, etc. they can easily answer what the current theme will be “personal life and well-being” and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V12.1, V13.4, LS2, LS4, CS2.10, CS2.17**).

ENG5.11.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “personal life and well-being” shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the current theme “personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health” in it as a whole (**CS2.13**) without stopping the video at any point, so that the students can understand the theme holistically (**D3.2, SELS1.1, V3.3, V3.4, V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS2, LS4, CS2.14, CS2.16.2**).

ENG5.11.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health”, some realia brought into the classroom by the teacher could be used (**V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS4**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story (**CS2.6**). When they have watched the whole story, the

teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V12.1, V13.4, V20.4, CS2.12)**.

ENG5.11.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.11.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “personal life and well-being” and the words and/or word groups for “personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS4, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them

out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health” **(D2.3, D2.5, V3.3, V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS4)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG5.11.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG5.11.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG5.11.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG5.11.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG5.11.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about "personal life and well-being" (**V12.1, V13.4, CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures,

imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme “personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS4, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme “personal life and well-being” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.3, V3.4, V12.1, V13.4, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for “personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS4, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme “personal life and well-being” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS4, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health” **(D3.2, D3.8, SELS2.2, V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS4)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS4, LS9, CS2.20)**. Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.11.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS4, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG5.11.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health", as in other themes (**V3.2, V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS4**).

ENG5.11.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG5.11.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG5.11.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG5.11.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health" in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS4, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.11.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs

and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG5.11.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health" (**V3.2, V3.4, V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS4**).

ENG5.11.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG5.11.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG5.11.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "personal life and well-being with (extended) body parts; human illnesses and diseases; keeping good health" (**SELS2.2, SELS3.2, V4.2, V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS4, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG5.11.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues,

speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “personal life and well-being” and its components such as “personal life and well-being

with (extended) body parts; human illnesses and diseases; keeping good health” (**V3.4, V4.2, V12.1, V13.1, V13.2, V13.4, V16.1, LS1, LS4, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.11.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION

Expansion

Objective: To talk about past experiences related to health and to give suggestions in English by using the target vocabulary and grammatical chunks/items

Activity 1: Find Someone Who

The teacher prepares a handout with items for the “Find Someone Who” activity, e.g. “_____ drank a lot of water yesterday” or “_____went for a walk in nature last weekend”. Each student receives one handout and moves around the classroom by asking their classmates questions based on the prompts, e.g. “Did you exercise regularly last week?”. If a classmate responds yes, they write that student’s name on their handout. After the mingling activity, each student reads one of the responses they collected, and the rest of the class gives suggestions using should, e.g. “He should have breakfast every day”. The teacher listens to the students’ suggestions and gives constructive feedback on their use of “should”. The students reflect on what they liked about the activity or what they found interesting about their friends’ habits. The students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about past experiences related to health and to give suggestions in English by using the target vocabulary and grammatical chunks/items.

Activity 1: Find Someone Who

The teacher prepares a handout with items for the “Find Someone Who” activity, e.g. “_____ drank a lot of water yesterday” or “_____went for a walk in nature last weekend”. Each student gets one handout and moves around the classroom, asking their classmates questions based on the prompts, e.g. “Did you exercise regularly last week?”. The teacher provides a sentence beginning for students to formulate the right questions, e.g. “Did you.....?” If a classmate responds yes, they write that student’s name on their handout. After the mingling activity, each student reads one of the responses they collected, and the rest of the class gives suggestions using should, e.g. “He should have breakfast every day”. The teacher prepares sentence

beginnings as a support, e.g., "I think he should_____" or "I believe it is important to _____. The teacher listens to the students' suggestions and provides constructive feedback on their use of "should". The students reflect on what they liked about the activity or what they found interesting about their friends' habits, e.g. "For me, it is very interesting that _____", "I really liked _____". The students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 12: FAMILY LIFE & HOME

Sub-themes: Family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses

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

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V2. Family Integrity, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V8. Privacy, V9. Compassion, V10. Modesty, V12. Patience, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.12.L1. Students can get ready for the listening/watching-comprehension process for the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” carefully.

- a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) Students make predictions about the current content on “family life and home” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.12.L2. Students can bring information about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” together through significant details and main components while listening (to)/watching it.

- a) Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.12.L3. Students can make meaning of/derive meaning from the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” through significant details by listening (to)/watching it carefully.

- a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.12.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”

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

ENG.5.12.P1. Students can select and use the target phonological elements of the current content about “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.12.R1. Students can get ready for the reading-comprehension process about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.12.R2. Students can bring information about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.12.R3. Students can make meaning of / derive meaning from the current content about “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*

- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.12.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.12.V1. Students can select and use the target vocabulary of the current content about “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening(to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening(to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.12.G1. Students can select and use the target grammatical elements of the current content about “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks/items presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks/items that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks/items in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks/items provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks/items that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks/items when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.12.W1. Students can get ready for the writing-expression process about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.12.W2. Students can understand the model/example for the writing task about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.12.W3. Students can organise a content for the assigned writing task on the current content “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.12.W4. Students can individually construct/form content for the assigned writing task on the current content “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks/items accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.12.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.12.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.12.S1. Students can get ready for speaking-expression process about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.12.S2. Students can use the model/example for producing verbal content about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.12.S3. Students can organise a new verbal content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*

- b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.12.S4. Students can construct a new verbal content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” by speaking accurately, efficiently, and authentically.

- a) Students use target pronunciation, vocabulary, language chunks/items, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.12.S5. Students can reorganise (reconstruct) and use information about the “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” to communicate with other people.

- a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.12.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

FAMILY LIFE & HOME

Sub-themes: “Family members’ abilities and skills; hobbies of family members, different lifestyles of families in different houses”.

Target Vocabulary in Use (with revisional vocabulary)

Vocabulary for family members’ abilities and skills:

Verbs: To act, to babysit, to barbecue, to build, to catch, to climb, to code, to communicate, to cycle, to create, to decide, to develop, to design, to describe, to explain, to film, to fish, to fly, to grill, to improve, to jump, to manage (time), to match, to organise, to perform, to peel, to programme, to run, to sail, to skateboard, to solve, to surf.

Vocabulary for hobbies of family members (sports, films, music):

Verbs: To do barbecue, to go to the beach, to ride a bicycle, to ride a bike, to camp, to collect, to go cycling, to go to a festival, to go out, to go shopping, to play the guitar, to go on a holiday, to join, to be a member, to go to a museum, to paint, to go to the park, to take a photograph, to go on a picnic, to do a quiz, to play a video game.

Vocabulary for different lifestyles of families in different houses:

Types of houses:

Nouns: An attached house, a detached house (a single-family house), a semi-detached house, a duplex, a terraced house (a row house-AmE), a flat (an apartment-AmE), a block, a block of flats (an apartment building-AmE), a villa (a vacation home-AmE), an igloo, a cottage, a bungalow (a ranch house-AmE), a penthouse, a hut, a houseboat, a farmhouse, a treehouse.

Types of families:

Nouns: An immediate family, an extended family, a foster family.

Target Grammatical Structures in Use:

-Passive Voice in Future Tenses:

- Passive Voice in the “Be Going to Future Tense”: (The house is going to be cleaned later today.)

-Passive Voice in the Simple Future Tense (Will): (The invitations will be sent tomorrow.)

-(Active) The Future Progressive Tense: (This time next month, we will be camping in the mountains.)

-(Active) The Future Perfect Tense: (I will have read all the books in my collection by next weekend.)

-(Active) The Future Perfect Progressive Tense: (By next weekend, I will have been reading all the books in my collection.)

-Question Tags with Future Tenses (Passive): (The project will be completed by the team by next Friday, won't it?)

- “Will” for Sudden Decisions: (What would you like to drink? Orange juice or apple juice? Err, I think I'll take orange juice. Thank you.)

- "Could" (Probability and Ability): (I could clean the house before our guests arrive but I need some help. I could take photos when I was a child.)

Background Grammatical Structures in Use:

-The Simple Future Tense (Will): (We will clean the house tomorrow before the guests arrive.)

-"Be going to" Future Tense: (We are going to move to our new house next week.)

-Question Tags with Future Tenses: (They will complete the project by next Friday, won't they?)

Functions of the Grammatical Structures in Use:

-Use of Passive Voice in Future Tenses: Emphasising a future action and its results rather than the doer.

-Use of the Future Progressive Tense: Describing actions that will be in progress at a specific time in the future.

-Use of the Future Perfect Tense: Describing an action which will be completed before a specific time in the future.

-Use of the Future Perfect Progressive Tense: Describing actions that will have been ongoing for a period of time up to a point in the future.

-Use of "Will" for Sudden Decisions: Expressing actions or decisions made spontaneously.

-Use of "Could" (Probability): Expressing polite suggestions and possibilities (in the present/future).

Functions of the Background Grammatical Structures:

-Use of the "Be going to Future" Tense: Talking about plans or intentions for the future.

-Use of the Simple Future Tense (Will): Expressing future facts, predictions, or promises.

-Use of "Question Tags" with Future Tenses: Confirming future actions or making polite checks.

***About "Background Grammatical Structures in Use":**

The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Social Language Expressions in Use:

My dad is very handy with repairing tools!

My mum drops me off at school in the mornings.

Mehmet and his father both love fishing. Like father, like son!

Target Phonological Sounds in Use:

Consonants: q, r

Consonant: q: (/kju: /, /k/); r: (/ɑ: / (Br), silent /r/ (Br), /ɑ / (AmE), /ɹ / (AmE), silent /r/ (Br));

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme "family life and home" and its components such as family life and home" and its components, such as "family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "family life and home" and its components such as family life and home" and its components, such as "family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" mean but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Family members, abilities, skills, family members' abilities, family members' skills, hobbies, hobbies of family members, lifestyles, different lifestyles, different lifestyles of families, different lifestyles of families in different houses.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will write a short story about their family and home. They will begin by introducing their family members and describing their special abilities or skills, such as cooking, drawing, or playing sports. Next, students will describe their family's favourite hobbies, including activities they enjoy doing together, like watching movies, listening to music, or playing games. They will also compare their home and lifestyle with a family living in a different type of house, such as a big city apartment or a small countryside home. The story will include a word limit with colourful details, and a drawing of their family doing their favourite hobby. Students will present their work to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "family life and home" and its components such as "family members' abilities and skills; hobbies of family members (sports, films, music, books); different lifestyles of families in different houses". As they are lower secondary school students in year 5 (five), they can know what "family life and home" and its components such as "family members' abilities and skills; hobbies of family members (sports, films, music, books); different lifestyles of families in different houses" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about "family life and home" and also some necessary grammatical chunks/items/items in English from the previous themes and/or years. These grammatical chunks/items/ items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical chunks/items/items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "family life and home" and its components such as "family members' abilities and skills; hobbies of family members (sports, films, music, books); different lifestyles of families in different houses". Recalling and practising with relevant vocabulary and grammatical chunks/items/items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "family life and home". Therefore, a dialogue game can be played to revise all vocabulary and language chunks/items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical chunks/items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of "family life and home" and its components such as "family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.12.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” as a general concept in the current (new) theme (**D3.2, SELS1.1, V2.3, V2.4, V3.2, V4.3, V8.3, V14.1 LS1, LS4, LS5, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about “family life and home” and the pictures, realia, etc. they can easily answer what the current theme will be “family life and home” and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V2.1, LS2, LS4, CS2.10, CS2.17**).

ENG5.12.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “family life and home” shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the current theme “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V2.3, V2.4, V3.3, V3.4, V4.3, V8.3, V14.1, LS1, LS2, LS4, LS5, CS2.14, CS2.16.2)**.

ENG5.12.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”, some realia brought into the classroom by the teacher could be used **(V2.3, V2.4, V4.3, V8.3, V14.1, LS1, LS)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V2.1, V20.4, CS2.12)**.

ENG5.12.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening–watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.12.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “family life and home” and the words and/or word groups for “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced (**V2.3, V2.4, V3.3, V4.3, V8.3, V14.1, LS1, LS4, LS5, CS2.6**). She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes (**LS2, CS2.16.3**). The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both (**CS2.8**). To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers (**D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”, the students listen (**CS2.9**); then the teacher says the target words/word groups and acts them out, the students repeat after her/him (**SELS2.1, CS2.14**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” (**D2.3, D2.5, V2.3, V2.4, V3.3, V4.3, V8.3, V14.1, LS1, LS5**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS6, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG5.12.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and

critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG5.12.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content (**CS2.6, CS2.7**). In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story (**CS2.4**). By doing so, they will be able to understand the story/text in general using the main elements (**D3.2, D3.6, V3.3, V3.4, LS1**).

ENG5.12.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG5.12.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG5.12.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about “family life and home” (**V2.1, CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V2.3, V2.4, V4.3, V8.3, V14.1, LS1, LS5, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme “family life and home” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, V2.1, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**D2.3, V2.3, V2.4, V4.3, V8.3, V14.1, LS1, LS5, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme “family life and home” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum (**V2.1**).

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**V2.3, V2.4, V4.3, V8.3, V14.1, LS1, LS5, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the

cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” (**D3.2, D3.8, SELS2.2, V2.3, V2.4, V4.3, V8.3, V14.1, LS1, LS5**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary items in context (**D2.5, D.3.3, SELS3.1, SELS3.2, V2.3, V2.4, V4.2, V4.3, V4.4, V8.3, V14.1, LS1, LS5, LS9, CS2.20**). Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.12.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students’ attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students’ attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students’ identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students’ attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13**).

CS2.14, CS2.16.1, CS2.16.2). Both the teacher and the class members give feedback to the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.3, V6.2, V10.3, LS6)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V2.3, V2.4, V3.3, V4.3, V8.3, V14.1, LS1, LS5, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG5.12.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses", as in other themes **(V2.3, V2.4, V3.2, V4.3, V8.3, V14.1, LS1, LS5)**.

ENG5.12.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG5.12.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG5.12.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG5.12.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" in their writing (**SELS2.2, SELS2.3, V2.3, V2.4, V3.4, V4.2, V4.3, V8.3, V14.1, LS1, LS5, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.12.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG5.12.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" (**V2.3, V2.4, V3.2, V3.4, V4.3, V8.3, V14.1, LS1, LS5**).

ENG5.12.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG5.12.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13).**

ENG5.12.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” **(SELS2.2, SELS3.2, V2.3, V2.4, V4.2, V4.3, V8.3, V14.1, LS1, LS5, CS2.20).** AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20).**

ENG5.12.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20).** Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14).** These new contents created are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “family life and home” and its components such as “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” **(V2.3, V2.4, V3.4, V4.2, V4.3, V8.3, V14.1, LS4, LS1, LS5, CS3.1, CS2.20).** AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20).** These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.12.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15).** Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2).** The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V6.2, V10.3, V20.4, LS1, LS6).**

DIFFERENTIATION

Expansion

Objective: To talk about future plans and schedules of family members in English by using target vocabulary and the target grammatical chunks/items (Present Progressive Tense for the future and Simple Present Tense for the future).

Activity 1: Welcome, Foreign Exchange Student!

The teacher informs the class that a foreign student has arrived and is curious about what students' families will be doing in the upcoming days. The class is divided into small groups. Each group prepares a Family Future Plans Guide to introduce their family members' routines, job schedules, and future plans, e.g. "My mom is attending a conference next week", "School ends at 3:30 p.m. every day next week because of exams". Each group presents their "Family Future Plans Guide" and the rest of the class asks follow-up questions. The teacher provides constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students write down one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance, followed by a short explanation: "I gave you 4 stars because your pronunciation is good, but you should give more details." The students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about future plans and schedules of family members in English by using target vocabulary and the target grammatical chunks/items (Present Progressive Tense for the future and Simple Present Tense for the future).

Activity 1: Welcome, Foreign Exchange Student!

The teacher informs the class that a foreign student has arrived and is curious about what students' families will be doing in the upcoming days. The class is divided into small groups. Each group prepares a Family Future Plans Guide to introduce their family members' routines, job schedules, and future plans, e.g. "My mom is attending a conference next week", "School ends at 3:30 p.m. every day next week because of exams". The teacher provides a checklist of the things that each student should mention in their presentation and sample sentence beginnings to guide students. Each group presents their Family Future Plans Guide and the rest of the class asks follow-up questions. The teacher gives constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students write down one thing they did well and one thing they want to improve for next time. Students complete the sentence beginnings to reflect on one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance and a short explanation by completing sentence beginnings, e.g. "I gave you _____ because your _____ is good, but you should _____". The students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 13: LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

Sub-themes: Cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city

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

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.13.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in the neighbourhood, city and social life” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.13.L2. Students can bring information about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” together through significant details and main components while listening (to)/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.13.L3. Students can make meaning of/derive meaning from the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.13.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”.

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

ENG.5.13.P1. Students can select and use the target phonological elements of the current content about “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.13.R1. Students can get ready for the reading-comprehension process about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”.

- a) Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.13.R2. Students can bring information about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*

- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.13.R3. Students can make meaning of / derive meaning from the current content about “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” by reading it carefully.

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

ENG.5.13.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.13.V1. Students can select and use the target vocabulary of the current content about “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*

- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.13.G1. Students can select and use the target grammatical elements of the current content about “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks/items presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks/items that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks/items in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks/items provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks/items that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks/items when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.13.W1. Students can get ready for the writing-expression process about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.13.W2. Students can understand the model/example for the writing task about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.13.W3. Students can organise a content for the assigned writing task on the current content “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.13.W4. Students can individually construct/form content for the assigned writing task on the current content “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks/items accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.13.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.13.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*

- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.13.S1. Students can get ready for speaking-expression process about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.13.S2. Students can use the model/example for producing verbal content about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.13.S3. Students can organise a new verbal content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.13.S4. Students can construct a new verbal content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks/items, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.13.S5. Students can reorganise (reconstruct) and use information about the “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” to communicate with other people.

- a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.13.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

Sub-themes: “Cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for cultural and historical places in the neighbourhood and the city:

Verbs: to admire, to gather, to locate. Nouns: A fountain, a statue, a palace, a tower, an attraction, a collection, a custom, a highlight, an identity, a landmark, a booking (reservation-AmE), a theatre (theater-AmE), a cinema (movie theater-AmE). Adjectives: Historic, historical, ancient, local, traditional, peaceful, cultural, old-fashioned, romantic, worth, tiny.

Vocabulary for festivals and events in the neighbourhood and the city:

Vocabulary for food events and festivals: Nouns: A cuisine, traditional (food), street food, an international/local dish, a feast.

Vocabulary for food items: Nouns: Ingredients, corn (sweetcorn-AmE), seafood, salmon, beef, tuna, a pineapple, a coconut, a courgette (zucchini-AmE).

Vocabulary for international dishes: Turkish pizza, couscous, barbeque (barbecue-AmE), a stew, a curry.

Adjectives: Spicy, hot, sour, savoury (savory-AmE), juicy, creamy, frozen, folk, cheerful, continuous, sharp. Verbs: to entertain, to announce, to pour, to freeze. Nouns: An advert (ad,-AmE), an announcement, a celebration, a ceremony, a pot, a mixture, a pan, an organiser (organizer-AmE), flour, a container, a discount, leftover.

Vocabulary for transportation:

Nouns: A public transport (public transportation-AmE), the tube (Br-only), underground trains (subway-AmE), a ferry, an aeroplane (air) plane-AmE), an e-scooter, backpacking, a charter, a vehicle. Places: a parking space, a railway (railroad-AmE). Verbs: To check in, to check out, to deliver, to hitchhike, to land, to take off, to translate, to transport, to direct, to fasten.

Travelling: Nouns: Accommodation, an application, an airline, luggage (baggage-AmE), a boarding pass, a brochure, a departure, a destination, a direction, an exchange, a rate, a gate, a journey, a trip, a pass, an embassy, roundabout, service, signpost, (road sign-AmE). Adjectives: Arrival, duty-free, on board, affordable, worldwide.

Target Grammatical Structures in Use:

-Conditional 2: (If I had more time, I would visit many attractions in the city.)

-If only: (If only people could travel to distant places, they would know more about other cultures.)

-Wish (was/were): (I wish there were more attractions to visit in this city).

-Verbs Followed by Infinitives (want, hope, need, plan, expect, promise, decide, offer, refuse, try, forget, learn, would love, would like etc.): (They need to protect the historical statue from damage.)

- Verbs Followed by Gerunds (enjoy, mind, finish, suggest etc.): (I really enjoy exploring historical castles during my travels.)

- "Shall" (Suggestions): (Shall we visit the historical tower after lunch?)

Background Grammatical Structures:

-Conditional Zero: (If tourists visit the museum, they discover the history of the city.)

-Conditional 1: (If we attend the food fair, we will try some delicious street food.)

Functions of the Target Grammatical Structures in Use:

-Use of Conditional 2: Describing hypothetical or unreal situations and their possible outcomes.

-Use of "If only": Expressing regret or a strong wish for a present or past situation

-Use of "Wish" (was/were): Expressing desires, regrets, or hypothetical situations contrary to the current reality.

-Use of Verbs Followed by Infinitives (want, hope, need, plan, expect, promise, decide, offer, refuse, try, forget, learn, would like etc.): Expressing intention, preference or necessity.

-Use of Verbs Followed by Gerunds (enjoy, mind, finish, suggest etc.): Expressing activities or preferences.

-Use of "Shall" (suggestions): Making suggestions in a polite or formal way.

Functions of the Background Grammatical Structures in Use:

-Use of Conditional Zero: Describing general truths, facts, or habitual actions that are always true if certain conditions are fulfilled.

-Use of Conditional 1: Describing possible or likely outcomes in the future based on a condition being fulfilled.

***About "Background Grammatical Structures in Use":**

The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Social Language Expressions in Use:

This house is a hidden gem!

This street is the backbone of our city!

This neighbourhood always buzzes with activity!

Target Phonological Sounds in Use:

Consonants: s, t

Consonants: (/s/, /ɛs/, /z/, silent /s/); t: (/ti:/, /t/, silent /t/); v: (/vi:/, /v/)

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme "life in the neighbourhood, city and social life" and its components such as "cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "life in the neighbourhood, city and social life" and its components such as "cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Cultural places, historical places, neighbourhood, city, cultural places in the neighbourhood, cultural places in the city, historical places in the neighbourhood, historical places in the city, festivals, events, festivals in the neighbourhood, festivals in the city, events in the neighbourhood, events in the city, transportation, transportation in the neighbourhood, transportation in the city.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will prepare a brochure exemplifying the best parts of their neighbourhood and city. First, they will choose some cultural and historical places and include important information and facts about each one. They will also give information about the transportation options to arrive in these places. After creating the brochures, they will share the brochures with their classmates and make presentations. The brochures will include simple drawings or photos. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "life in the neighbourhood, city and social life" and its components such as "cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city". As they are lower secondary school students in year 5 (five), they can know what "life in the neighbourhood, city and social life" and its components such as "cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about "life in the neighbourhood, city and social life" and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical chunks/items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "life in the neighbourhood, city and social life" and its components such as "cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city". Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "life in the neighbourhood, city and social life". Therefore, a dialogue game can be played to revise all vocabulary and grammatical chunks/items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical chunks/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical chunks/items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of "life in the neighbourhood, city and social life" and its components such as "cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning And Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.13.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V4.5, V5.1, V7.3, V14.3, V16.2, V19.1, LS1, LS4, LS5, LS6, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about “life in the neighbourhood, city and social life” and the pictures, realia, etc. they can easily answer what the current theme will be “life in the neighbourhood, city and social life” and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V4.5, V5.1, V10.3, LS2, LS4, CS2.10, CS2.17**).

ENG5.13.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “life in the neighbourhood, city and social life” shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the current theme “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V4.5, V5.1, V7.3, V14.3, V16.2, V19.1, LS2, LS4, LS5, LS6, CS2.14, CS2.16.2)**.

ENG5.13.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”, some realia brought into the classroom by the teacher could be used **(V4.5, V5.1, V7.3, V14.3, V16.2, V19.1, LS5, LS6)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V4.5, V5.1, V10.3, V20.4, CS2.12)**.

ENG5.13.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.13.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “life in the neighbourhood, city and social life” and the words and/or word groups for “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced (**V3.3, V4.5, V5.1, V7.3, V14.3, V16.2, V19.1, LS4, LS5, LS6, CS2.6**). She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes (**LS2, CS2.16.3**). The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both (**CS2.8**). To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers (**D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”, the students listen (**CS2.9**); then the teacher says the target words/word groups and acts them out, the students repeat after her/him (**SELS2.1, CS2.14**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” (**D2.3, D2.5, V3.3, V4.5, V5.1, V7.3, V14.3, V16.2, V19.1, LS5, LS6**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS6, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG5.13.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material

to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG5.13.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG5.13.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG5.13.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs

and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6)**.

ENG5.13.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7)**. Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about “life in the neighbourhood, city and social life” **(V4.5, V5.1, V10.3, CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V4.5, V5.1, V7.3, V14.3, V16.2, V19.1, LS5, LS6, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme “life in the neighbourhood, city and social life” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.3, V3.4, V4.5, V5.1, V10.3, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V4.5, V5.1, V7.3, V14.3, V16.2, V19.1, LS5, LS6, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme “life in the neighbourhood, city and social life” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V4.5, V5.1, V10.3)**.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**V4.5, V5.1, V7.3, V14.3, V16.2, V19.1, LS5, LS6, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” (**D3.2, D3.8, SELS2.2, V4.5, V5.1, V7.3, V14.3, V16.2, V19.1, LS5, LS6**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary items in context (**D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V4.5, V7.2, V4.5, V5.1, V7.3, V14.3, V16.2, V19.1, LS5, LS6, LS9, CS2.20**). Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.13.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students’ attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students’ attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students’ identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text

that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V4.5, V5.1, V7.3, V14.3, V16.2, V19.1, LS5, LS6, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG5.13.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city", as in other themes (**V3.2, V4.5, V5.1, V7.3, V14.3, V16.2, V19.1, LS5, LS6**).

ENG5.13.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG5.13.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG5.13.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG5.13.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V4.5, V5.1, V7.3, V14.3, V16.2, V19.1, LS5, LS6, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.13.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG5.13.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme

about “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” (**V3.2, V3.4, V4.5, V5.1, V7.3, V14.3, V16.2, V19.1, LS5, LS6**).

ENG5.13.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG5.13.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG5.13.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” (**SELS2.2, SELS3.2, V4.2, V4.5, V5.1, V7.3, V14.3, V16.2, V19.1, LS5, LS6, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG5.13.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in the neighbourhood, city and social life” and its components such as “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” (**V3.4, V4.2, V4.5, V5.1, V7.3, V14.3, V16.2, , V19.1, LS4, LS5, LS6, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.13.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION**Expansion**

Objective: To describe cultural and historic sites in the neighbourhood and the city in English by using the target vocabulary and grammatical chunks/item.

Activity 1: Virtual City Walk

The teacher organises a whole class brainstorming session on the cultural and historic sites in the neighbourhood and the city and writes them on the board. The class is divided into small groups, and each group chooses a specific place from the list and prepares a short presentation. The teacher asks students to act as tour guides to describe the sites using the target language. Each group presents their virtual city walk to the class. The rest of the class can ask follow-up questions about the places by encouraging further practice of the target grammar, e.g. "What can we see if we visit the museum?" or "Shall we take a boat ride along the river?". The teacher gives constructive feedback on students' performances in terms of accurate and appropriate use of target vocabulary and grammar and their presentation. Students write down one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance, followed by a short explanation such as: "I am giving you 4 stars because your pronunciation is good, but you should give more details". The students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe cultural and historic sites in the neighbourhood and the city in English by using the target vocabulary and grammatical chunks/items.

Activity 1: Virtual City Walk

The teacher runs a whole class brainstorming session on the cultural and historic sites in the neighbourhood and the city and writes them on the board. The class is divided into small groups and each group chooses a specific place from the list and prepares a short presentation. The teacher asks students to act as tour guides to describe the sites using the target language. The teacher gives students sample sentence beginnings to help them with their descriptions. The teacher also provides a checklist with target vocabulary and points to mention. Each group presents their virtual city walk to the class. The rest of the class can ask follow-up questions about the places by encouraging further practice of the target grammar, e.g. "What can we see if we visit the museum?" or "Shall we take a boat ride along the river?". The teacher gives constructive feedback on students' performances in terms of accurate and suitable use of target vocabulary and grammar and their presentation. Students write down one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance, followed by a short explanation such as: "I am giving you 4 stars because your vocabulary choice is good, but you should give more details". The students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 14: LIFE IN THE WORLD & CULTURE

Sub-themes: Capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)

This theme is centred on the concept of “life in the world and culture”, and covers the sub-themes of “capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V13. Healthy Living, V14. Respect, V15. Love and Affection, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.14.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in the world and culture” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.14.L2. Students can bring information about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” together through significant details and main components while listening (to)/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.14.L3. Students can make meaning of/derive meaning from the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.14.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”.

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

ENG.5.14.P1. Students can select and use the target phonological elements of the current content about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.14.R1. Students can get ready for the reading-comprehension process about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.14.R2. Students can bring information about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.14.R3. Students can make meaning of / derive meaning from the current content about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” by reading it carefully.

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

ENG.5.14.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.14.V1. Students can select and use the target vocabulary of the current content about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.14.G1. Students can select and use the target grammatical elements of the current content about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks/items presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks/items that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks/items in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks/items provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks/items that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks/items when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.14.W1. Students can get ready for the writing-expression process about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.14.W2. Students can understand the model/example for the writing task about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.14.W3. Students can organise a content for the assigned writing task on the current content “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.14.W4. Students can individually construct/form content for the assigned writing task on the current content “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks/items accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.14.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.14.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.14.S1. Students can get ready for speaking-expression process about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.14.S2. Students can use the model/example for producing verbal content about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.14.S3. Students can organise a new verbal content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.14.S4. Students can construct a new verbal content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks/items, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.14.S5. Students can reorganise (reconstruct) and use information about the “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.14.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN THE WORLD & CULTURE

Sub-themes: “Capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for capitals of countries: Ankara (Türkiye), London (UK-United Kingdom), Paris (France), Berlin (Germany), Rome (Italy), Madrid (Spain), Dublin (Ireland), Beijing (China), Tokyo (Japan), New Delhi (India), Washington D.C. (United States), Baku (Azerbaijan), Tashkent (Uzbekistan), Ashgabat (Turkmenistan), Astana (Kazakhstan), Lefkoşa (Nicosia) (Turkish Republic of Northern Cyprus).

Nouns: A border, a flag, location, a nation, a prince, a princess. Verbs: To consist (of), to place, to state, to locate. Adjectives: Eastern, western, northern, southern, political, powerful, royal, private.

Vocabulary for landmarks and famous places:

Nouns: A Collection, an exhibition, a sculpture, a statue, scenery, a set, a stage, a hub. Adjectives: Calm, fantastic, impressive, modern, old-fashioned, original, typical, strange, outdoors, indoors, luxury, outdoor, private, central, familiar, unique. Nouns: A neighbourhood, architecture, a population, a skyscraper, city centre, a town hall, a location, a court, a hostel, a shopping centre (a shopping mall-AmE.), a stadium, a queue. Verbs: To attract, to face, to decorate, to represent.

Vocabulary for sport events in various parts of the world and sports culture (fair play)

Verbs: To take part, to coach, to join in, to cheat, to throw, to compete, to practice, to hit, to rest. Nouns: An athlete, a captain, a court, a cricketer, a goalkeeper, golf, a golfer, qualification, rugby, athletics, a champion, a championship, a climber, a competitor, a contest, a cyclist, an event, an extreme sport, a gold medal, a leader, a long jump, the Olympic Games, a racehorse, a race, a record holder, a rider, silver medal, a track, a trainer, training, a water jump, a diver, a diving board, a sail, a sailor, a surfer, surfing, boxing, sports facilities, a locker room/a changing room, an instructor, a point. Adjectives: Winning, competitive, athletic, Olympic.

Target Grammatical Structures in Use:

-Reported Speech of the Present Tenses: (The guide said that the population of Tokyo is one of the largest in the world).

-Reported Speech of the Future tenses: (The organiser stated that the championship match would take place in the new stadium).

-Ought to/need/must/needn't/needed (in the past)/mustn't (obligation): (Visitors must take a guided tour to see the architecture of the Eiffel Tower in Paris. Last year, the cricketer needed extra coaching to improve his techniques).

Background Grammatical Structures in Use:

Present Tenses: The Simple Present Tense, The Present Progressive Tense, The Present Perfect Tense.

Future Tenses: The Simple Future Tense, “Be Going to” Future Tense, The Future Progressive Tense, The Future Perfect Progressive Tense.

Functions of the Grammatical Structures in Use:

-Use of ought to/need/must/needn't/needed (in the past)/mustn't (obligation): Use of expressing obligation, necessity, or prohibition.

-Use of Reported Speech of the Present Tenses: Reporting current actions, states, or truths in indirect speech.

-Use of Reported Speech of the Future Tenses: Reporting future intentions, plans, or predictions in indirect speech.

Functions of the Background Grammatical Structures:

Present Tenses: Describing present events, happenings, and situations.

Future Tenses: Describing future events, happenings, and situations.

*About "Background Grammatical Structures in Use":

The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Social Language Expressions in Use:

Play by the rules, then the game will be fair!

It's not cricket!

Keep your eye on the ball during the match!

Let's pop round to this museum later!

Target Phonological Sounds in Use:

Vowel: u Consonant: v

Vowel: u: (/ju: /, /ʌ /, /ju: /, silent /u /)

Consonant: v: (/vi: /, /v /)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “life in the world and culture” and its components such as “capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower secondary school student will know what “life in the world and culture” and its components such as “capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Capitals, countries, capitals of countries, landmarks, famous places, landmarks in capitals, famous places in capitals, landmarks in cities, famous places in cities, sport events, sport events in various parts of the world, sports culture (fair play).

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

PERFORMANCE ASSIGNMENT: Students will explore culture and life in different parts of the world including Türkiye at first. They should choose a country and research its capital city by highlighting famous landmarks and/or historical places that make it unique. Then, they will focus on the sports culture and the famous sports events of the country held there. The questions to cover: “What role does fair play and sportsmanship have in their traditions?”. They can organise a travel journal and/or presentation featuring the landmarks, cultural highlights and its connection to sports in the capital. They can include drawings, photos, and pictures. They will then share their projects with the whole class to inspire everyone to perceive and appreciate the diversity and values of global cultures. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme is based on the students’ knowledge of “life in the world and culture” and its components such as “capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. As they are lower secondary school students in year 5 (five), they can know what “life in the world and culture” and its components such as “capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language

can help them recognise, understand, and learn them more easily in a foreign language, in this case English. As they are students in year 5 of lower secondary school, they can know some basic vocabulary about “life in the world and culture” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the world and culture” and its components such as “capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the world and culture”. Therefore, a game can be played to revise all vocabulary and grammatical chunks/items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical chunks/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks/items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “life in the world and culture” and its components such as “capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.14.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” as a general concept in the current (new) theme **(D3.2, SELS1.1, V1.2, V3.2, V4.5, V13.2, V14.1, V14.3, V15.1, LS1, LS4, LS5, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about “life in the world and culture” and the pictures, realia, etc. they can easily answer what the current theme will be “life in the world and culture” and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V4.5, LS2, LS4, CS2.10, CS2.17)**.

ENG5.14.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “life in the world and culture” shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the current theme “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V1.2, V3.3, V3.4, V4.5, V13.2, V14.1, V14.3, V15.1, LS1, LS2, LS4, LS5, CS2.14, CS2.16.2)**.

ENG5.14.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”, some realia brought into the classroom by the teacher could be used **(V1.2, V4.5, V13.2, V14.1, V14.3, V15.1, LS1, LS5)**.

The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V4.5, V20.4, CS2.12)**.

ENG5.14.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening–watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.14.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “life in the world and culture” and the words and/or word groups for “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V1.2, V3.3, V4.5, V13.2, V14.1, V14.3, V15.1, LS1, LS4,, LS5, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” **(D2.3, D2.5, V1.2, V3.3, V4.5, V13.2, V14.1, V14.3, V15.1, LS1, LS5)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG5.14.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG5.14.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they

could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG5.14.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG5.14.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6)**.

ENG5.14.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2,**

LS4, LS5, CS2.4, CS2.6, CS2.7). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about “life in the world and culture” (**V4.5, CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V1.2, V4.5, V13.2, V14.1, V14.3, V15.1, LS1, LS5, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme “life in the world and culture” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, V4.5, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**D2.3, V1.2, V4.5, V13.2, V14.1, V14.3, V15.1, LS1, LS5, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme “life in the world and culture” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum. (**V4.5**).

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**V1.2, V4.5, V13.2, V14.1, V14.3, V15.1, LS1, LS5, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” (**D3.2, D3.8, SELS2.2, V1.2, V4.5, V13.2, V14.1, V14.3, V15.1, LS1, LS5**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their

peers and check each other's spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)", the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary items in context (**D2.5, D.3.3, SELS3.1, SELS3.2, V1.2, V4.2, V4.4, V4.5, V7.2, V13.2, V14.1, V14.3, V15.1, LS1, LS5, LS9, CS2.20**). Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.14.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V1.2, V3.3, V4.5, V13.2, V14.1, V14.3, V15.1, LS1, LS5, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context.

She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG5.14.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)", as in other themes **(V1.2, V3.2, V4.5, V13.2, V14.1, V14.3, V15.1, LS1, LS5)**.

ENG5.14.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG5.14.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG5.14.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level **(V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9)**.

ENG5.14.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” in their writing (**SELS2.2, SELS2.3, V1.2, V3.4, V4.2, V4.5, V13.2, V14.1, V14.3, V15.1, LS1, LS5, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.14.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG5.14.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students’ learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” (**V1.2, V3.2, V3.4, V4.5, V13.2, V14.1, V14.3, V15.1, LS1, LS5**).

ENG5.14.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG5.14.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG5.14.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” (**SELS2.2, SELS3.2, V1.2, V4.2, V4.5, V13.2, V14.1, V14.3, V15.1, LS1, LS5, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG5.14.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in the world and culture” and its components such as “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” (**V1.2, V3.4, V4.2, V4.5, V13.2, V14.1, V14.3, V15.1, LS1, LS4, LS5, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.14.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION

Expansion

Objective: To talk about less known sports events in different parts of the world and sports culture in English by using the target vocabulary and grammatical chunks/items.

Activity 1: Global Sports Reporter

The students work in pairs to investigate a less known sports event (including the ones in Türkiye) that they choose as a sports reporter. Each pair prepares a mini report on the recommendations for participants and spectators, the rules that athletes need to follow, and statements from experts. Each pair presents their report, and the rest of the class tries to think of one more recommendation on the less known sports event to make it a more widely known one in the world. The teacher gives constructive feedback on the content, vocabulary use, grammar use, and presentation skills. The pairs reflect on their experience of investigating less known sports events with some simple sentences, e.g. "It was....." or "I really liked.....". The students also reflect on which sports event and which recommendation they like most.

Supporting

Objective: To talk about less known sports events in different parts of the world and sports culture in English by using the target vocabulary and grammatical chunks/items.

Activity 1: Global Sports Reporter

The students work in pairs to investigate a less known sports event (including the ones in Türkiye) that they choose as a sports reporter. Each pair prepares a mini report on the recommendations for participants and spectators, the rules that athletes need to follow, and statements from experts by completing sentences given by the teacher, e.g. "Participants must.....", "The organiser said that" or "Spectator should". Each pair presents their report, and the rest of the class tries to think of one more recommendation on the less known sports event to make it a more widely known one by completing sentences given by the teacher, e.g. "They should.....", "The organisers needn't.....". The teacher gives constructive feedback on the content, vocabulary use, grammar use, and presentation skills. The pairs reflect on their experience of investigating lesser-known sports events with some simple sentences, e.g. "It was....." or "I really liked.....". The students also reflect on which sports event and which recommendation they like most.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 15: LIFE IN NATURE

Sub-themes: Natural resources; animals in nature and their habitats; protecting natural resources and animals

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

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values	V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V14. Respect, V16. Responsibility, V18. Cleanliness, V20. Benevolence

Literacy Skills	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.15.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in nature” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.15.L2. Students can bring information about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” together through significant details and main components while listening (to)/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.15.L3. Students can make meaning of/derive meaning from the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.15.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.5.15.P1. Students can select and use the target phonological elements of the current content about “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.15.R1. Students can get ready for the reading-comprehension process about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.15.R2. Students can bring information about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.15.R3. Students can make meaning of / derive meaning from the current content about “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.15.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.15.V1. Students can select and use the target vocabulary of the current content about “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.15.G1. Students can select and use the target grammatical elements of the current content about “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*

- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks/items presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks/items that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks/items in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks/items provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks/items that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks/items when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.15.W1. Students can get ready for the writing-expression process about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.15.W2. Students can understand the model/example for the writing task about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.15.W3. Students can organise a content for the assigned writing task on the current content “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.15.W4. Students can individually construct/form content for the assigned writing task on the current content “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks/items accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.15.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.15.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.15.S1. Students can get ready for speaking-expression process about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.15.S2. Students can use the model/example for producing verbal content about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.15.S3. Students can organise a new verbal content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*

- b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.15.S4. Students can construct a new verbal content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” by speaking accurately, efficiently, and authentically.

- a) Students use target pronunciation, vocabulary, language chunks/items, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.15.S5. Students can reorganise (reconstruct) and use information about the “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” to communicate with other people.

- a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.15.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN NATURE

Sub-themes: “Natural resources; animals in nature and their habitats; protecting natural resources and animals”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for natural resources:

Nouns: Renewable resources, non-renewable resources, wind energy, geothermal energy, coal, oil, petrol (gas, AmE), natural gas, a forest, a rainforest, a jungle, an island, farmland, sunshine, sand, oceans, freshwater, groundwater, nature, wood, a waterfall, a valley, (the) environment, recycling.

Vocabulary for global problems related to natural resources:

Nouns: Deforestation, pollution (air, water, soil), global warming, climate change, landslide, flood, overfishing, loss of biodiversity, energy crisis, overpopulation, urbanisation (urbanization-AmE), rubbish (trash-AmE), litter, industrialisation (industrialization-AmE), environmental problems.

Vocabulary for animals in nature and their habitats:

Vocabulary for endangered animals: Nouns: A polar bear, a sea turtle, an Asian elephant, a tiger, a whale, a great white shark, a penguin, a panda, a dolphin, a chimpanzee, a cheetah.

Vocabulary for their habitats: Nouns: Grasslands, woodlands, jungles, coral reefs, wetlands.

Vocabulary for protecting natural resources: Verbs: To recycle, to use energy, to protect wildlife, to reduce consumption, to raise awareness, to reuse, to take care of, to cut down on, to avoid, to limit, to survive, to lessen, to hunt, to hide, to donate, to produce, to prevent. Adjectives: Endangered.

Other related vocabulary: Nouns: A disease, a food source, wildlife, volunteering, overhunting, overfishing, sea pollution, air pollution, safety, population.

Target Grammatical Structures in Use:

-Reported Speech of Past Tenses: (The researcher explained that the whale had survived despite the sea pollution.)

-The Past Perfect Tense: (The team had finished their survey on air pollution before the flood occurred.)

-The Past Perfect Progressive Tense: (The farmers had been cutting down trees which led to deforestation when they became aware of that.)

-Quantifiers (much, many, a lot of, very, none, no, few, a few, little, a little, all, both, enough, too, such, such a, either, neither): (A lot of rainforest trees have been cut down.)

-Countable or Uncountable Nouns (some, any, no, none): (Do you have any information about global warming?)

-Broader Range of Intensifiers (too, enough, all, both, so): (There are too many problems about air and water protection.)

Background Grammatical Structures in Use:

-Past Tenses: The Simple Past Tense, The Past Progressive Tense.

Functions of the Grammatical Structures in Use:

-Use of Reported Speech of the Past Tenses: Reporting past actions, states, or truths in indirect speech.

-Use of the Past Perfect Tense: Describing actions or events that were completed before another point in the past.

-Use of the Past Perfect Progressive Tense: Expressing an ongoing action in the past that continued until a specific point or was interrupted by another past action.

-Use of Quantifiers (much, many, a lot of, very, none, no, few, a few, little, a little, all, both, enough, too, such, such a, either, neither): Expressing quantity or amount.

-Use of Countable or Uncountable Nouns (some, any, no, none, no one): Expressing quantities and amounts, distinguishing between items that can be counted (countable nouns) and those that cannot (uncountable nouns).

-Use of Broader Range of Intensifier such as too, enough, all, both, so: Expressing degree, quantity or emphasis.

Functions of the Background Grammatical Structures:

-Use of Past Tenses: Describing events, happenings and situations in the past at a specific time or were ongoing.

*About "Background Grammatical Structures in Use":

The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Social Language Expressions in Use:

Please don't waste a drop (of water)!

Use less paper now and save it for a rainy day!

The deer feel free as birds in the forest!

Don't harm nature!

Target Phonological Sounds in Use:

Consonants.: w, x

Consonants: w: (/w/), silent /w/); x: (/ɛks/, /ks/, /gz/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme "life in nature" and its components such as "natural resources; animals in nature and their habitats; protecting natural resources and animals" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "life in nature" and its components such as "natural resources; animals in nature and their habitats; protecting natural resources and animals" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Natural resources, animals, nature, habitats, animals in nature, animals in their habitats, protecting natural resources, protecting animals.

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

PERFORMANCE ASSIGNMENT: Students will create a project to show what they have learned about nature, animals, and protecting the environment. They will make a poster, booklet, or short video with three parts. In the first part, they will talk about natural resources like water, air, and soil. In the second part, they will show animals in nature and their homes with pictures or drawings. In the last part, they will share ways to protect natural resources and animals such as recycling or planting trees. They can use drawings, photos, short descriptions, and simple charts. They will present their work to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme is based on the students' knowledge of "life in nature" and its components such as "natural resources; animals in nature and their habitats; protecting natural resources and animals". As they are lower secondary school students in year 5 (five), they can know what "life in nature" and its components such as "natural resources; animals in nature and their habitats; protecting natural resources and animals" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning

context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about “life in nature” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical chunks/items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in nature” and its components such as “natural resources; animals in nature and their habitats; protecting natural resources and animals”. Recalling and practising with relevant vocabulary and grammatical chunks/items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in nature”. Therefore, a dialogue game can be played to revise all vocabulary and grammatical chunks/items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical chunks/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks/items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “life in nature” and its components such as “natural resources; animals in nature and their habitats; protecting natural resources and animals” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.15.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V3.3, V5.2, V5.3, V9.3, V14.3, V16.2, V18.3, LS1, LS4, LS8, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about “life in nature” and the pictures, realia, etc. they can easily answer what the current theme will be “life in nature” and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V5.3, V9.3, LS2, LS4, CS2.10, CS2.17**).

ENG5.15.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “life in nature” shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the current theme “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” in it as a whole (**CS2.13**) without stopping the video at any point, so that the students can understand the theme holistically (**D3.2, SELS1.1, V3.3, V3.4, V3.3, V5.2, V5.3, V9.3, V14.3, V16.2, V18.3, LS2, LS4, LS8 CS2.14, CS2.16.2**).

ENG5.15.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”, some realia brought into the classroom by the teacher could be used (**V3.3, V5.2, V5.3, V9.3, V14.3, V16.2, V18.3, LS8**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story (**CS2.6**). When they have watched

the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.15.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.15.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about "life in nature" and the words and/or word groups for "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V5.2, V5.3, V9.3, V14.3, V16.2, V18.3, LS4, LS8, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals", the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them

out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” **(D2.3, D2.5, V3.3, V5.2, V5.3, V9.3, V14.3, V16.2, V18.3, LS8)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG5.15.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG5.15.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG5.15.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG5.15.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG5.15.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about "life in nature" (**V5.3, V9.3, CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V3.3, V5.2, V5.3, V9.3, V14.3, V16.2, V18.3, LS8, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme “life in nature” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.3, V3.4, V5.3, V9.3, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V3.3, V5.2, V5.3, V9.3, V14.3, V16.2, V18.3, LS8 CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme “life in nature” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V5.3, V9.3)**.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V3.3, V5.2, V5.3, V9.3, V14.3, V16.2, V18.3, LS8, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” **(D3.2, D3.8, SELS2.2, V3.3, V5.2, V5.3, V9.3, V14.3, V16.2, V18.3, LS8)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D.3.3, SELS3.1, SELS3.2, V3.3, V4.2, V4.4, V5.2, V5.3, V7.2, V9.3, V14.3, V16.2, V18.3, LS8 LS9, CS2.20)**. Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.15.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V5.2, V5.3, V9.3, V14.3, V16.2, V18.3, LS8 CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG5.15.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals", as in other themes (**V3.2, V3.3, V5.2, V5.3, V9.3, V14.3, V16.2, V18.3, LS8**).

ENG5.15.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG5.15.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG5.15.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG5.15.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V3.3, V5.2, V5.3, V9.3, V14.3, V16.2, V18.3, LS8, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.15.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG5.15.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" (**V3.2, V3.3, V3.4, V5.2, V5.3, V9.3, V14.3, V16.2, V18.3, LS8**).

ENG5.15.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG5.15.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG5.15.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" (**SELS2.2, SELS3.2, V3.3, V4.2, V5.2, V5.3, V9.3, V14.3, V16.2, V18.3, LS8, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG5.15.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "life in nature" and its components such as "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" (**V3.4, V4.2, V3.3, V5.2, V5.3, V9.3, V14.3, V16.2, V18.3, LS4, LS8, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials

and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.15.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION

Expansion

Objective: To talk about endangered animals and how to protect them in English by using the target vocabulary and grammatical chunks/items.

Activity 1: Save the Species Campaign

The students work in pairs and choose an endangered species, e.g. tigers, sea turtles and/or pandas and act as campaigners to create awareness about endangered animals in society. The teacher provides a list of points for students to include in their reports and a text on each species so that pairs can read and find out why it is endangered and what actions caused the problem. The pairs also prepare suggestions for protecting the species and present their campaign to the class. The teacher gives constructive feedback on students' performances in terms of accurate and appropriate use of target vocabulary and grammar and their presentation. Students write down one thing they have done well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance, followed by a short explanation: "I gave you 4 stars because your word choice and use is good, but you should give more details." The students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about endangered animals and how to protect them in English by using the target vocabulary and grammatical chunks/items.

Activity 1: Save the Species Campaign

The students work in pairs and choose an endangered species, e.g. tigers, sea turtles and/or pandas and act as campaigners to create awareness about endangered animals in society. The teacher provides a list of points for students to include in their reports and a text on each species so that pairs can read and find out why it is endangered and what actions caused the problems about it. The pairs prepare a report on problems and suggestions for protecting the species and present their campaign to the class. The teacher gives a short summary of the text with blanks, so students fill in the blanks with the target words. The teacher gives constructive feedback on students' performances in terms of accurate and appropriate use of target vocabulary and grammar and their presentation. Students write down one thing they have done well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance, followed by a short explanation: "I gave you 4 stars because your word choice and use is good, but you should give more details". The students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 16: LIFE IN THE UNIVERSE & FUTURE

Sub-themes: Astronaut life on space stations; space explorations; life in the future

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

CLASS HOURS 23

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

CONCEPTUAL SKILLS -

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V16. Responsibility, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.16.L1. Students can get ready for the listening /watching-comprehension process for the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in the universe and future” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.16.L2. Students can bring information about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” together through significant details and main components while listening (to)/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.16.L3. Students can make meaning of/derive meaning from the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.16.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future”

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.5.16.P1. Students can select and use the target phonological elements of the current content about “life in the universe and future with astronaut life on space stations; space explorations; life in the future” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.5.16.R1. Students can get ready for the reading-comprehension process about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.16.R2. Students can bring information about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.16.R3. Students can make meaning of / derive meaning from the current content about “life in the universe and future with astronaut life on space stations; space explorations; life in the future” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.16.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the universe and future with astronaut life on space stations; space explorations; life in the future” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.16.V1. Students can select and use the target vocabulary of the current content about “life in the universe and future with astronaut life on space stations; space explorations; life in the future” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.16.G1. Students can select and use the target grammatical elements of the current content about “life in the universe and future with astronaut life on space stations; space explorations; life in the future” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*

- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks/items naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks/items in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunk/items authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.16.W1. Students can get ready for the writing-expression process about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.16.W2. Students can understand the model/example for the writing task about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.16.W3. Students can organise a content for the assigned writing task on the current content “life in the universe and future with astronaut life on space stations; space explorations; life in the future” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.16.W4. Students can individually construct/form content for the assigned writing task on the current content “life in the universe and future with astronaut life on space stations; space explorations; life in the future”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*

- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.16.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the universe and future with astronaut life on space stations; space explorations; life in the future” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.16.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the universe and future with astronaut life on space stations; space explorations; life in the future” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.16.S1. Students can get ready for speaking-expression process about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future”

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.16.S2. Students can use the model/example for producing verbal content about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future”

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.16.S3. Students can organise a new verbal content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*

- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.16.S4. Students can construct a new verbal content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.16.S5. Students can reorganise (reconstruct) and use information about the “life in the universe and future with astronaut life on space stations; space explorations; life in the future” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.16.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the universe and future with astronaut life on space stations; space explorations; life in the future” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN THE UNIVERSE & FUTURE

Sub-themes: "Astronaut life on space stations; space explorations; life in the future".

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary about Space: Atmosphere, a starship, aerospace, an asteroid, a comet, a space module, a moonwalk, surface, faster-than-light (FTL), a flying saucer, an unidentified flying object (UFO). Verbs: To shine, to launch. Adjectives: Interplanetary, earthbound, crewed-uncrewed (manned, unmanned-AmE).

Vocabulary for space exploration: Nouns: An astronaut, space travel, exploration, space mission, telescope, a spacecraft, rocket, spacewalk, discovery, a space suit, a spaceship, a space station, a space capsule, a space tourist, an autopilot, an airlock, a lander, a launcher, a mother ship, a module. Verbs: To capture, to rotate, to revolve, to launch, to take off, to land, to explore, to return to Earth, to exist.

Vocabulary for life in the universe: Nouns: Life forms, living things, robots, creatures, space colonies. Adjectives: Rare, mysterious, unknown, smart, weird.

Vocabulary for future Lifestyles (robots...): Nouns: Smart homes, wearable technology, telecommuting, virtual reality, digital environment, digital elements.

Vocabulary for future technologies and inventions: Nouns: Robotics, 3D printing, drones, self-driving vehicles, solar panels, wireless earbuds, AR glasses, headsets, AI home assistants, artificial intelligence (AI), virtual reality (VR). Verbs: To be equipped with, to predict, to transform, to alert, to influence, to adapt.

Target Grammatical Structures in Use:

-Conditional 3: (If astronomers hadn't gone to space we would not have learned about it.)

-Modals in the Past: (Research on planets may have started years ago.)

Background Target Grammatical Structures:

-The Past Perfect Tense: (I had bought a new drone to take pictures.)

-The Future Perfect Tense: (By 2050, scientists will have discovered evidence of life on Mars.)

Functions of the Grammatical Structures in Use:

-Use of Conditional 3: Talking about hypothetical situations in the past that did not happen.

-Use of Modals in the Past: Expressing speculation, possibility, or necessity about past actions.

Functions of the Background Grammatical Structures in Use:

-Use of Past Perfect Tense:

-Use of the Future Perfect Tense: Expressing an action that will be completed before a specific time in the future.

***About “Background Grammatical Structures in Use”:**

The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language.

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

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

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

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

Target Social Language Expressions in Use:

She was over the moon with happiness!

I was lost in space feeling confused!

She was on another planet while the teacher was talking!

The sky’s the limit for the future of technology!

Target Phonological Sounds in Use:

Consonants: y, z

Consonants: y: (/waɪ/, /j/, /ɪ/, /i:/); z: /(zed/ (Br), /zi:/ (AmE), /z/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “life in the universe and future” and its components such as “astronaut life on space stations; space explorations; life in the future” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in the universe and future” and its components such as “astronaut life on space stations; space explorations; life in the future” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Astronauts, space stations, astronaut life, astronaut life on space stations, space, explorations, space explorations, life, future, life in the future.

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

PERFORMANCE ASSIGNMENT: Students will write and show a short diary/journal called “A Day in the Life of an Astronaut”. They will imagine they are astronauts living on a space station in the future. In their diary/journal, students will describe their daily activities, such as floating in zero gravity, eating space food, fixing equipment, and observing planets. They will also tell details about what they see in space, such as stars, planets, or Earth from above. Students will decorate their diary with drawings of space and share them with the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme is based on the students’ knowledge of “life in the universe and future” and its components such as “astronaut life on space stations; space explorations; life in the future”. As they are lower secondary school students in year 5 (five), they can know what “life in the universe and future” and its components such as “astronaut life on space stations; space explorations; life in the future” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about “life in the universe and future” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the universe and future” and its components such as “astronaut life on space stations; space explorations; life in the future”. Recalling and practising with relevant vocabulary and grammatical chunks/items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the universe and future”. Therefore, a dialogue game can be played to revise all vocabulary and language chunks from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical chunks/items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “life in the universe and future” and its components such as “astronaut life on space stations; space explorations; life in the future” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried. The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG5.16.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “life in the universe and future with astronaut life on space stations; space explorations; life in the future” as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.2, V3.3, V11.1, V11.2, LS1, LS4, LS8, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a

scene from a film about “life in the universe and future” and the pictures, realia, etc. they can easily answer what the current theme will be “life in the universe and future” and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V3.3, V11.1, V11.2, LS2, LS4, CS2.10, CS2.17**).

ENG5.16.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “life in the universe and future” shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the current theme “life in the universe and future with astronaut life on space stations; space explorations; life in the future” in it as a whole (**CS2.13**) without stopping the video at any point, so that the students can understand the theme holistically (**D3.2, SELS1.1, V3.3, V3.4, V3.3, V11.1, V11.2, LS2, LS4, LS8, CS2.14, CS2.16.2**).

ENG5.16.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future”, some realia brought into the classroom by the teacher could be used (**V3.3, V11.1, V11.2, LS8**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story (**CS2.6**). When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options (**CS2.5**). As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily (**CS2.1**). In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component (**CS2.8**). Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components (**D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4**).

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students (**SELS2.2, V3.4, V4.2, LS1, LS4, LS6**). When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) (**SELS1.2, CS2.6, CS2.10**). This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories (**D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12**).

ENG5.16.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening–watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V3.4**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3**).

ENG5.16.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “life in the universe and future” and the words and/or word groups for “life in the universe and future with astronaut life on space stations; space explorations; life in the future” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced (**V3.3, V11.1, V11.2, LS4, LS8, CS2.6**). She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes (**LS2, CS2.16.3**). The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both (**CS2.8**). To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers (**D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “life in the universe and future with astronaut life on space stations; space explorations; life in the future”, the students listen (**CS2.9**); then the teacher says the target words/word groups and acts them out, the students repeat after her/him (**SELS2.1, CS2.14**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “life in the universe and future with astronaut life on space stations; space explorations; life in the future” (**D2.3, D2.5, V3.3, V11.1, V11.2, LS8**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS6, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG5.16.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and

communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG5.16.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content (**CS2.6, CS2.7**). In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story (**CS2.4**). By doing so, they will be able to understand the story/text in general using the main elements (**D3.2, D3.6, V3.3, V3.4, LS1**).

ENG5.16.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG5.16.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG5.16.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about “life in the universe and future” (**V3.3, CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme “life in the universe and future with astronaut life on space stations; space explorations; life in the future”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V3.3, V11.1, V11.2, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme “life in the universe and future” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for “life in the universe and future with astronaut life on space stations; space explorations; life in the future”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**D2.3, V3.3, V11.1, V11.2, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme “life in the universe and future” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum. (**V3.3, V11.1, V11.2**).

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “life in the universe and future with astronaut life on space stations; space explorations; life in the future”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**V3.3, V11.1, V11.2, LS8, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the

activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “life in the universe and future with astronaut life on space stations; space explorations; life in the future” (**D3.2, D3.8, SELS2.2, V3.3, V11.1, V11.2, LS8**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “life in the universe and future with astronaut life on space stations; space explorations; life in the future”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary items in context (**D2.5, D3.3, SELS3.1, SELS3.2, V4.2, V4.4, V3.3, V11.1, V11.2, LS8, LS9, CS2.20**). Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.16.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students’ attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students’ attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students’ identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students’ attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they

say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.3, V6.2, V10.3, LS6)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "life in the universe and future with astronaut life on space stations; space explorations; life in the future", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.3, V3.3, V11.1, V11.2, LS8, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG5.16.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "life in the universe and future with astronaut life on space stations; space explorations; life in the future", as in other themes **(V3.2, V3.3, V11.1, V11.2, LS8)**.

ENG5.16.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example, to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG5.16.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG5.16.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG5.16.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "life in the universe and future with astronaut life on space stations; space explorations; life in the future" in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V3.3, V11.1, V11.2, LS8, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.16.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG5.16.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "life in the universe and future with astronaut life on space stations; space explorations; life in the future" (**V3.2, V3.4, V3.3, V11.1, V11.2, LS8**).

ENG5.16.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG5.16.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13).**

ENG5.16.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in the universe and future with astronaut life on space stations; space explorations; life in the future” **(SELS2.2, SELS3.2, V4.2, V3.3, V11.1, V11.2, LS8, CS2.20).** AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20).**

ENG5.16.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20).** Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14).** These new contents created are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in the universe and future” and its components such as “life in the universe and future with astronaut life on space stations; space explorations; life in the future” **(V3.4, V4.2, V3.3, V11.1, V11.2, LS4, LS8, CS3.1, CS2.20).** AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20).** These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.16.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15).** Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2).** The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V6.2, V10.3, V20.4, LS1, LS6).**

DIFFERENTIATION

Expansion

Objective: To talk about events related to life in the universe and future discoveries in English by using the target vocabulary and grammatical chunks/items.

Activity 1: Speculating the Universe

The teacher prepares scenario cards with information about past, present, and future events related to space exploration and future technologies. Students work in pairs or small groups and draw a scenario card, e.g. "Imagine it's 2100, and humans are living on another planet. What will life look like?" or "Aliens may have left a message on an old rock. What could it say?". Students discuss their scenarios in pairs or groups and create sentences by using the target vocabulary and grammar. Students share their sentences with the class and the teacher encourages the rest of the class to ask follow-up questions, e.g. "What else will humans build in space?" or "Why do you think they used robots?". The teacher gives constructive feedback on students' performances in terms of accurate and appropriate use of target vocabulary and grammar and their presentation. Students write down one thing they have done well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance, followed by a short explanation: "I gave you 4 stars because your vocab and language choice and use is good but you should give more details". The students will reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about events related to life in the universe and future discoveries in English by using the target vocabulary and grammatical chunks/items.

Activity 1: Speculating the Universe

The teacher prepares scenario cards with information about past, present, and future events related to space exploration and future technologies. Students work in pairs or small groups and draw a scenario card, e.g. "Imagine it's 2100, and humans are living on another planet. What will life look like?" or "Aliens may have left a message on an old rock. What could it say?" Students discuss their scenarios in pairs or groups and write sentences by completing the sentence beginnings prepared by the teacher, e.g. "It could say_____". Students share their sentences with the class and the rest of the class chooses a follow-up question from a box and asks, e.g. "What else will humans build in space?" or "Why do you think they used robots?" The teacher gives a target grammar-chunk bank to students as support to answer the questions. The teacher gives constructive feedback on students' performances in terms of accurate and appropriate use of target vocabulary and grammar and their presentation. Students write down one thing they have done well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance, followed by a short explanation: "I gave you 4 stars because your language use is good but you should give more details". The students will reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



YEAR 6 (LEVEL: B2.1)

THEME 1: SCHOOL LIFE & EDUCATION

Sub-themes: School rules; people, roles, and responsibilities at school; school routines; national and religious days, festivals, and celebrations

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

CLASS HOURS 27

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.1.L1. Students can get ready for the listening/watching-comprehension process for the current content on “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” carefully.

- a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) Students make predictions about the current content on “school life and education” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.1.L2. Students can bring information about the current content on “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” together through significant details and main components while listening (to)/ watching it.

- a) Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.6.1.L3. Students can make meaning of/derive meaning from the current content on “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” through significant details by listening (to)/watching it carefully.

- a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.*
- g) Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.1.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations”.

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

ENG.6.1.P1. Students can select and use the target phonological elements of the current content about “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.6.1.R1. Students can get ready for the reading-comprehension process about the current content on “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students making significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.1.R2. Students can bring information about the current content on “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.1.R3. Students can make meaning of / derive meaning from the current content about “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*

- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.1.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.1.V1. Students can select and use the target vocabulary of the current content about “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.1.G1. Students can select and use the target grammatical elements of the current content about “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.1.W1. Students can get ready for the writing-expression process about the current content on “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.1.W2. Students can understand the model/example for the writing task about the current content on “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.6.1.W3. Students can organise a content for the assigned writing task on the current content “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.1.W4. Students can individually construct/form content for the assigned writing task on the current content “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.1.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.1.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.1.S1. Students can get ready for speaking-expression process about the current content on “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.1.S2. Students can use the model/example for producing verbal content about the current content on “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.1.S3. Students can organise a new verbal content on “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*

- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.1.S4. Students can construct a new verbal content on “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.1.S5. Students can reorganise (reconstruct) and use information about the “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.1.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others*

CONTENT FRAME

SCHOOL LIFE & EDUCATION

Sub-theme: School rules; people, roles and responsibilities at school; school routines; national and religious days, festivals, and celebrations

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for competitions, events, and celebrations at school:

Nouns: An agency, a debate, a defeat, defence, a failure, a finalist, a mission, motivation, a goal, an obstacle, a peer, a pitch, a proposer, a referee, a reward, registration, a rehearsal, a replay, an opponent, a semi-finalist, a slogan, a spectator, a tournament, a victory, a challenge, a committee. Verbs: To oppose, to accompany, to cancel, to defeat, to register, to reward, to overcome, to shoot, to assign, to participate. Adjectives: Festive, opposing, offensive, amusing, charming, miserable, well-argued, rewarding.

Vocabulary for making schools better places:

Nouns: Accessibility, aid, discipline, diversity, infrastructure, joy, leadership, mentorship, a permit, a procedure, silence, disappointment, an animation, output, confusion, conservation. Verbs: To aid, to enhance, to implement, to innovate, to inspire, to obey, to permit, to redesign, to prioritise, to transform, to distract, to encourage. Adjectives: Engaging, motivating, diverse, inspiring, effective, competitive. Adverbs: Thoughtfully.

Target Grammatical Structures in Use:

-The Simple Present Tense (like, prefer, understand, want, need, know, mean, believe, remember, forget) versus The Present Progressive Tense: (I always study for my exams very hard. I am studying for the English exam right now).

-Adverbs of Frequency (always, never, seldom, sometimes, often, etc.): (Participants always follow the rules of the competition).

- "May and Might" for Polite Requests: (May I participate in the competition as a finalist this year?).

- "Can and Could" for Polite Requests: (Can you please help me with the decoration? Could we change the infrastructure for better accessibility for participants?)

-Question Tags: (You want to watch the final match, don't you?)

-Articles and Quantifiers (a, an, the, zero article, one): (I need a volunteer to assist with the decorations).

- "Shall" for Polite Requests: (Shall we review the rules before the final debate begins?).

Functions of the Grammatical Structures in Use:

-Use of the Simple Present Tense (like, prefer, understand, want, need, know, mean, believe, remember, forget) vs the Present Progressive Tense: Discriminating regular actions, general truths, or habits and ongoing actions or situations.

-Use of Adverbs of Frequency (always, never, seldom, sometimes, often, etc.): Describing the frequency of an action, state, or event.

-Use of "May and Might" for Polite Requests: Making polite requests.

-Use of "Can and Could" for Polite Requests: Making polite requests.

-Use of "Question Tags": Confirming positive or negative ideas.

-Use of "Articles and Quantifiers" (a, an, the, zero article, one): Defining the specificity, generality and amount of nouns.

-Use of "Shall" for Polite Requests: Making polite requests.

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

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

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

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

Target Phonological Sounds in Use:

Our headmaster manages our school by the book!

Let's study hard and ace all tests at school!

We're in the right state before the debate!

Stop messing around! We've got a lot of work to do for the competition.

Target Phonological Aspects and Sounds in Use:

Intonation of positive statements

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme "school life and education" and its components such as "school rules; people, roles and responsibilities at school; school routines; national days and celebrations" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "school life and education" and its components such as "school rules; people, roles and responsibilities at school; school routines; national days and celebrations" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Schools, rules, school rules, people, roles, responsibilities, people at school, roles at school, responsibilities at school, routines, school routines, days, celebrations, national days, national celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will create a project plan describing a special event to improve school life. They will write the name of the event, its activities, and its positive impact on the school community. For example, they can write about organising a sports competition, a music concert, or a drama festival, writing details about how it will make a school a more enjoyable and friendly place. Students will also design a creative cover for their project to match their theme and present their ideas to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "school life and education" and its components such as "school rules; people, roles and responsibilities at school; school routines; national days and celebrations". As they are lower secondary school students in year 6 (six), they can know what "school life and education" and its components such as "school rules; people, roles and responsibilities at school; school routines; national days and celebrations" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language,

in this case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about “school life and education” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily. **Pre-Evaluation**

Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “school life and education” and its components such as “school rules; people, roles and responsibilities at school; school routines; national days and celebrations”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “school life and education”. Their knowledge of the days of the week and holidays will help them learn and practise important national holidays such as “the Republic Day of Türkiye”. Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary such as “a celebration, a school rule, a headmaster etc.” and grammar items such as “Go to school! Be careful! We have got a big garden in our school” etc. to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammar items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “school life and education” and its components such as “school rules; people, roles and responsibilities at school; school routines; national days and celebrations” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/

cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG6.1.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.2, V4.5, V14.3, V19.1, V19.2, LS1, LS4, LS5, LS6, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about “school life and education” and the pictures, realia, etc. they can easily answer what the current theme will be “school life and education” and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V16.3, LS2, LS4, CS2.10, CS2.17)**.

ENG6.1.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “school life and education” shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the current theme “school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V4.5, V14.3, V16.3, V19.1, V19.2, LS2, LS4, LS5, LS6, CS2.14, CS2.16.2)**.

ENG6.1.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students' attention to the content on "school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations", some realia brought into the classroom by the teacher could be used (**V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story (**CS2.6**). When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options (**CS2.5**). As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily (**CS2.1**). In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component (**CS2.8**). Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components (**D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4**).

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students (**SELS2.2, V3.4, V4.2, LS1, LS4, LS6**). When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) (**SELS1.2, CS2.6, CS2.10**). This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories (**D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12**).

ENG6.1.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V3.4**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V10.3**).

ENG6.1.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about "school life and education" and the words and/or word groups for "school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations" the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced (**V3.3, V4.5, V14.3, V16.3, V19.1, V19.2, LS4, LS5, LS6, CS2.6**). She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes (**LS2, CS2.16.3**). The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both (**CS2.8**). To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few

times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers (**D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”, the students listen (**CS2.9**); then the teacher says the target words/word groups and acts them out, the students repeat after her/him (**SELS2.1, CS2.14**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” (**D2.3, D2.5, V3.3, V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS6, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG6.1.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG6.1.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content (**CS2.6, CS2.7**). In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story (**CS2.4**). By doing so, they will be able to understand the story/text in general using the main elements (**D3.2, D3.6, V3.3, V3.4, LS1**).

ENG6.1.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG6.1.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V1.3, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG6.1.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The

activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about “school life and education” (**V16.3, CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme “school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V4.5, V14.3, V19.1, V19.2, LS5, LS6, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme “school life and education” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, V16.3, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for “school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**D2.3, V4.5, V14.3, V19.1, V19.2, LS5, LS6, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme “school life and education” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum. (**V16.3**).

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” (**D3.2, D3.8, SELS2.2, V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the

white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of "school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations", the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary items in context (**D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V4.5, V7.2, V14.3, V16.3, V19.1, V19.2, LS5, LS6, LS9, CS2.20**). Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.1.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them

(SELS3.2, V3.3, V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6, CS2.4, CS2.6, CS2.8). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4).**

ENG6.1.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about “school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations”, as in other themes **(V3.2, V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6).**

ENG6.1.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1).** While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3).**

ENG6.1.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher’s feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20).**

ENG6.1.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13).** All the content is expected to be contextual, practical, authentic, real, and appropriate to the students’ interests and language level **(V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9).**

ENG6.1.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme “school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.1.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG6.1.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students’ learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about “school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” (**V3.2, V3.4, V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6**).

ENG6.1.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG6.1.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG6.1.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words,

language grammar in use, and the social language for the theme “school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” (**SELS2.2, SELS3.2, V4.2, V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG6.1.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “school life and education” and its components such as “school life and education with school rules; people, roles and responsibilities at school; school routines; national days and celebrations” (**V3.4, V4.2, V4.5, V14.3, V16.3, V19.1, V19.2, LS4, LS5, LS6, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.1.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION

Expansion

Objective: To talk about sports, music or drama competitions, events or celebrations in English by using the target vocabulary and the target grammar.

Activity: Role-play

The teacher divides the class into pairs or small groups of 3-4 students and assigns a role to each student such as an event organiser, a participant, a referee, an attendee or a spectator. The teacher asks the students to work in pairs and groups to create a scenario about a sports, music or drama event. The teacher may also ask students to expand the scenario preparation task and find slogans or brochures for their event. Then, each pair/group goes to the board to do a role-play of their scenario in turns. The rest of the class is provided with a form, which can be used to evaluate different performance categories such as “effective

use of target vocabulary", "effective use of grammar", "great questioning skills", "amazing explanation", etc. so that they can be engaged while listening to their classmates and assign at least one highlight to each performance. The finalised forms can be displayed on the class notice board for each student to check during the break. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about sports, music or drama competitions, events or celebrations in English by using the target vocabulary and the target grammar.

Activity: Role-play

The teacher divides the class into pairs or small groups of 3-4 students and assigns a role to each student such as an event organiser, a participant, a referee, an attendee or a spectator. The teacher prepares scenario prompts for each pair or group. For example, "You are planning a school tournament that includes various events like a sports competition, a music performance, and a drama contest. As a group, you are responsible for the planning and organisation of the whole event. Your roles are event organiser, participant, referee, and spectator". The teacher gives role cards with sample sentences, e.g. "May I help with....?" or "Can you explain the rules of the tournament?" and detailed role descriptions in simple sentences. The teacher may also provide a box with frequently used target vocabulary of the current theme to enable them to use as many of them as possible. Then, each pair/group goes to the board to do a role-play of their scenario in turns. The students take their notes if needed. The rest of the class is provided with a form, which can be used to evaluate different performance categories such as "effective use of target vocabulary", "effective use of grammar", "great questioning skills", "amazing explanation", etc. so that they can be engaged while listening to their classmates and assign at least one highlight to each performance. The finalised forms can be displayed on the class notice board for each student to check during the break. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 2: CLASSROOM LIFE & LEARNING

Sub-themes: Preferences for learning activities; preferences for learning technologies

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

CLASS HOURS 27

FIELD SKILLS AND SUPPORTIVE SKILLS

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

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.2.L1. Students can get ready for the listening/watching-comprehension process for the current content on “classroom life and learning with preferences for learning activities; preferences for learning technologies” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “classroom life and learning” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.2.L2. Students can bring information about the current content on “classroom life and learning with preferences for learning activities; preferences for learning technologies” together through significant details and main components while listening/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.6.2.L3. Students can make meaning of/derive meaning from the current content on “classroom life and learning with preferences for learning activities; preferences for learning technologies” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.2.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “classroom life and learning with preferences for learning activities; preferences for learning technologies”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.6.2.P1. Students can select and use the target phonological elements of the current content about “classroom life and learning with preferences for learning activities; preferences for learning technologies” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.6.2.R1. Students can get ready for the reading-comprehension process about the current content on “classroom life and learning with preferences for learning activities; preferences for learning technologies”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students making significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.2.R2. Students can bring information about the current content on “classroom life and learning with preferences for learning activities; preferences for learning technologies” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.2.R3. Students can make meaning of / derive meaning from the current content about “classroom life and learning with preferences for learning activities; preferences for learning technologies” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.2.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life and learning with preferences for learning activities; preferences for learning technologies” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.2.V1. Students can select and use the target vocabulary of the current content about “classroom life and learning with preferences for learning activities; preferences for learning technologies” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.2.G1. Students can select and use the target grammatical elements of the current content about “classroom life and learning with preferences for learning activities; preferences for learning technologies” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*

- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.2.W1. Students can get ready for the writing-expression process about the current content on “classroom life and learning with preferences for learning activities; preferences for learning technologies”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.2.W2. Students can understand the model/example for the writing task about the current content on “classroom life and learning with preferences for learning activities; preferences for learning technologies”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.6.2.W3. Students can organise a content for the assigned writing task on the current content “classroom life and learning with preferences for learning activities; preferences for learning technologies” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.2.W4. Students can individually construct/form content for the assigned writing task on the current content “classroom life and learning with preferences for learning activities; preferences for learning technologies”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*

- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.2.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “classroom life and learning with preferences for learning activities; preferences for learning technologies” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.2.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life and learning with preferences for learning activities; preferences for learning technologies” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.2.S1. Students can get ready for speaking-expression process about the current content on “classroom life and learning with preferences for learning activities; preferences for learning technologies”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.2.S2. Students can use the model/example for producing verbal content about the current content on “classroom life and learning with preferences for learning activities; preferences for learning technologies”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.2.S3. Students can organise a new verbal content on “classroom life and learning with preferences for learning activities; preferences for learning technologies” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*

- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.2.S4. Students can construct a new verbal content on “classroom life and learning with preferences for learning activities; preferences for learning technologies” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.2.S5. Students can reorganise (reconstruct) and use information about the “classroom life and learning with preferences for learning activities; preferences for learning technologies” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.2.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “classroom life and learning with preferences for learning activities; preferences for learning technologies” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

CLASSROOM LIFE & LEARNING

Sub-themes: Preferences for learning activities; preferences for learning technologies

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for preferences for learning activities:

Nouns: An illustration, a concept, brainstorming, an exploration, feedback, a principle, a rhythm, an evaluation, necessity, a preference, creativity, preparation, a reward, a mission, a partnership, an objective, an optimist. Verbs: To accomplish, to adapt, to boost, to brainstorm, to cope, to clarify, to establish, to evaluate, to fulfil, to hesitate, to outline, to pursue, to secure, to seek. Adjectives: Reflective, visual, memorable, satisfied. Adverbs: Commonly, essentially.

Vocabulary for preferences for learning technologies:

Nouns: Courage, feedback, a monitor, a mouse pad (mat-AmE), an instruction, a bug, a folder, a webcam, a touchscreen, volume, a database, electronics, a password, an interaction, an innovation, popularity, accessibility, practicality. Verbs: To edit, to install, to inform, to navigate, to personalise, to select, to monitor. Adjectives: Efficient, willing, virtual, super, technological, flexible, innovative, complicated, limited, handheld, user-friendly, immersive, cutting edge. Adverbs: Efficiently.

Target Grammatical Structures in Use:

-The Simple Present Tense for the Future: (The teacher clarifies the rules of the competition at the beginning of the lesson tomorrow).

-The Present Progressive for the Future: (They are accomplishing their goals by the end of the week).

-The Present Progressive Tense with "Always": (She is always adapting to new challenges with a reflective mindset.).

-Question Tags with the Simple Present Tense for the Future and The Present Progressive Tense for Future: (The school organises an evaluation session tomorrow, doesn't it?)(The school is organising an evaluation session tomorrow, isn't it?)

-Adjectives with "-ed and -ing": (The rewarding experience made the participants feel truly fulfilled).

-Correlative Conjunctions: ("Either", "Neither) and Elliptical Responses: "So do I", "I hope so", etc.)(Neither the preparation nor the brainstorming boosts maximum creativity without teamwork).

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

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

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

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

Target Social Language in Use:

Don't let your mind wander but focus! Take turns and play fair!

The other team is out of our league!

Target Phonological Sounds in Use:

-Intonation of negative statements

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Functions of the Grammatical Structures in Use:

- Use of the Simple Present Tense for the Future: Describing scheduled future events fixed with timetables or plans.
- Use of the Present Progressive Tense for the Future: Describing planned future actions that are already arranged or decided.
- Use of the Present Progressive Tense with "always": Describing actions that cause irritation.
- Use of "Question Tags" for related tenses: Confirming or clarifying information.
- Use of "Adjectives" with "-ed vs -ing" ending: -ing: Describing the thing or situation that causes the feeling. With -ed: Describes how a person feels as a result of that thing or situation.
- Use of "Correlative Conjunctions(either, neither)": Describing two alternatives or a negative choice between two alternatives.
- Use of Elliptical responses (So do I, I hope so etc.): Giving brief answers in a conversation to avoid unnecessary repetition.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme "classroom life and learning" and its components such as "preferences for learning activities; preferences for learning technologies" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "classroom life and learning" and its components such as "preferences for learning activities; preferences for learning technologies" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Preferences, learning activities, preferences for learning activities, learning technologies, preferences for learning technologies.

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

PERFORMANCE ASSIGNMENT: Students will create a digital presentation or a short video project titled "My Ideal Classroom". They will describe their preferences for learning activities and technologies, explaining why they believe these methods are effective for their learning. For instance, the students will include activities they enjoy, such as group discussions, experiments, or games, and tools like tablets, interactive boards, or online learning platforms. They will organise their ideas clearly, use descriptive language, and provide reasons that support their preferences. Students will then present their projects to the class, engaging in a discussion about diverse learning styles and technologies in the English class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme is based on the students' knowledge of "classroom life and learning" and its components such as "preferences for learning activities; preferences for learning technologies". As they are lower secondary school students in year 6(six), they can know what "classroom life and learning" and its components such as "preferences for learning activities; preferences for learning technologies" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about “classroom life and learning” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “classroom life and learning” and its components such as “preferences for learning activities; preferences for learning technologies”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “classroom life and learning”. Therefore, a dialogue game can be played to revise all vocabulary and language chunks from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices).

Establishing Links

Students can recall the current (theme) concept of “classroom life and learning” and its components such as “preferences for learning activities; preferences for learning technologies” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG6.2.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “classroom life and learning with preferences for learning activities; preferences for learning technologies” as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V11.1, V13.2, LS1, LS4, LS5, LS6, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about “classroom life and learning” and the pictures, realia, etc. they can easily answer what the current theme will be “classroom life and learning” and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V11.1, V13.2, LS2, LS4, CS2.10, CS2.17**).

ENG6.2.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “classroom life and learning” shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the current theme “classroom life and learning with preferences for learning activities; preferences for learning technologies” in it as a whole (**CS2.13**) without stopping the video at any point, so that the students can understand the theme holistically (**D3.2, SELS1.1, V3.3, V3.4, V11.1, V13.2, LS2, LS4, LS5, CS2.14, CS2.16.2**).

ENG6.2.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “classroom life and learning with preferences for learning activities; preferences for learning technologies”, some realia brought into the classroom by the teacher could be used (**V11.1, V13.2, LS5, LS6**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story (**CS2.6**). When they have watched the whole story, the teacher could

show the realia items on the table and ask questions with two options (**CS2.5**). As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily (**CS2.1**). In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component (**CS2.8**). Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components (**D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4**).

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students (**SELS2.2, V3.4, V4.2, LS1, LS4, LS6**). When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) (**SELS1.2, CS2.6, CS2.10**). This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories (**D1.2, D1.6, D2.3, V20.4, CS2.12**).

ENG6.2.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V3.4**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V10.3**).

ENG6.2.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “classroom life and learning” and the words and/or word groups for “classroom life and learning with preferences for learning activities; preferences for learning technologies” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced (**V3.3, V11.1, V13.2, LS4, LS5, LS6, CS2.6**). She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes (**LS2, CS2.16.3**). The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both (**CS2.8**). To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers (**D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “classroom life and learning with preferences for learning activities; preferences for learning technologies”, the students listen (**CS2.9**); then the teacher says the target words/word groups and acts

them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “classroom life and learning with preferences for learning activities; preferences for learning technologies” **(D2.3, D2.5, V3.3, V11.1, V13.2, LS5, LS6)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG6.2.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG6.2.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG6.2.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG6.2.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG6.2.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about "classroom life and learning" (**CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples,

etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme “classroom life and learning with preferences for learning activities; preferences for learning technologies”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V11.1, V13.2, LS5, LS6, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme “classroom life and learning” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.3, V3.4, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for “classroom life and learning with preferences for learning activities; preferences for learning technologies”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V11.1, V13.2, LS5, LS6, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme “classroom life and learning” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “classroom life and learning with preferences for learning activities; preferences for learning technologies”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V11.1, V13.2, LS5, LS6, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “classroom life and learning with preferences for learning activities; preferences for learning technologies” **(D3.2, D3.8, SELS2.2, V11.1, V13.2, LS5, LS6)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “classroom life and learning with preferences for learning activities; preferences for learning technologies”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V7.2, V11.1, V13.2, LS5, LS6, LS9, CS2.20)**. Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.2.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "classroom life and learning with preferences for learning activities; preferences for learning technologies", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V11.1, V13.2, LS5, LS6, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG6.2.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "classroom life and learning with preferences for learning activities; preferences for learning technologies", as in other themes (**V3.2, V11.1, V13.2, LS5, LS6**).

ENG6.2.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG6.2.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG6.2.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG6.2.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "classroom life and learning with preferences for learning activities; preferences for learning technologies" in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V11.1, V13.2, LS5, LS6, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.2.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG6.2.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "classroom life and learning with preferences for learning activities; preferences for learning technologies" (**V3.2, V3.4, V11.1, V13.2, LS5, LS6**).

ENG6.1.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG6.2.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG6.2.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "classroom life and learning with preferences for learning activities; preferences for learning technologies" (**SELS2.2, SELS3.2, V4.2, V11.1, V13.2, LS5, LS6, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG6.2.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "classroom life and learning" and its components such as "classroom life and learning with preferences for learning activities; preferences for learning technologies" (**V3.4, V4.2, V11.1, V13.2, LS4, LS5, LS6, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and

at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.2.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION

Expansion

Expansion Activity

Objective: To discuss preferences for learning activities and technologies in English by using the target vocabulary and grammatical items.

Activity: Find Someone Who

Students move around the classroom to ask their classmates questions and find students who match the specific description of learning activities and technologies, and they note their names down. The teacher prepares a worksheet with 15-20 words or phrases and students walk around the classroom to ask and answer these questions, e.g., "Do you prefer.....? I prefer....". The students are encouraged to ask follow-up questions to their friends, e.g. "Can you give one/two clue(s) about your preference?" After completing the worksheet, the teacher starts a whole-class discussion to share and discuss findings. Each student reports as many interesting findings as they like. The rest of the class listens to their friends and tries to decide if they have the same names for the same learning activities and technologies. The teacher may encourage students to ask follow-up questions to the reporting student. The teacher also says a student's name and asks the rest of the class to report their findings about him/her. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To discuss preferences for learning activities and technologies in English by using target vocabulary and grammar items.

Activity 1: Find Someone Who

Students move around the classroom to ask their classmates questions and find students who match the specific description of learning activities and technologies, and they note their names down. The teacher prepares a worksheet with 10-15 words or phrases and students walk around the classroom to ask and answer these questions, e.g. "Do you prefer.....? I prefer...." After completing the worksheet, the teacher asks each student to share one finding, e.g. "Ali prefers working in pairs". The rest of the class listens and tries to decide if they have the same names for the same learning activities and technologies. If it is not the fact, they are encouraged to share the reported student's other preferences, e.g. Ali also prefers using his tablet. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 3: PERSONAL LIFE & WELL-BEING

Sub-themes: Mobile phones and their impact on health and social life; personal preferences for films and visual arts

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

CLASS HOURS 27

FIELD SKILLS AND SUPPORTIVE SKILLS

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

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V13. Healthy Living, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.3.L1. Students can get ready for the listening/watching-comprehension process for the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “personal life and well-being” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.3.L2. Students can bring information about the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” together through significant details and main components while listening (to)/ watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.6.3.L3. Students can make meaning of/derive meaning from the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.3.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.6.3.P1. Students can select and use the target phonological elements of the current content about “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.6.3.R1. Students can get ready for the reading-comprehension process about the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students making significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.3.R2. Students can bring information about the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.3.R3. Students can make meaning of / derive meaning from the current content about “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.3.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.3.V1. Students can select and use the target vocabulary of the current content about “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening(to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening(to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.3.G1. Students can select and use the target grammatical elements of the current content about “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening(to)/watching/reading it a few times attentively.*

- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.3.W1. Students can get ready for the writing-expression process about the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.3.W2. Students can understand the model/example for the writing task about the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.6.3.W3. Students can organise a content for the assigned writing task on the current content “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.3.W4. Students can individually construct/form content for the assigned writing task on the current content “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.3.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.3.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.3.S1. Students can get ready for speaking-expression process about the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.3.S2. Students can use the model/example for producing verbal content about the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.3.S3. Students can organise a new verbal content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*

- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.3.S4. Students can construct a new verbal content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.3.S5. Students can reorganise (reconstruct) and use information about the “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.3.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

PERSONAL LIFE & WELL-BEING

Sub-themes: mobile phones and their impact on health and social life; personal preferences for films and visual arts

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for mobile phones and their impact on health and social life:

Nouns: Addiction, aid, assistance, bias, anger, anxiety, awareness, convenience, disconnection, disorientation, a follower, helpline, an inbox, necessity, panic, a password, majority, minority, podcasting, remote learning, service provider, privacy, relief, standard of living, surfing, a tension, tiredness, welfare.

Verbs: To demonstrate, to friend, to preserve, to resist, to isolate, to overcome, to heal, to harm, to trace, to overuse, to regulate, to monitor, to restrict. Adjectives: Addicted, aggressive, anxious, biased, dependent, isolated, unconscious, significant. Adverbs: Increasingly, severely, securely.

Vocabulary for personal preferences for films and visual arts:

Nouns: Animation, cast, classic, genre, masterpiece, performing arts, preview, production, rehearsal, scenario, sci-fi, screening, sound effect, stunt, subtitle, tension, amazement, amusement, criterion, preference. Verbs: To adore, to edit, to appeal, to consult. Adjectives: Dramatic, emotional, aggressive, animated. Adverbs: Alternatively.

Target Grammatical Structures in Use:

- The Simple Past Tense versus the Past Progressive Tense: (I was surfing the web when my phone rang).
- Question Tags with the Simple Past Tense and the Past Progressive Tense: (You enjoyed the film, didn't you?). (They were coming back home when you saw them, weren't they?).
- “Could” for ability: (She could play the piano very well when she was younger).
- “Used to”: (She used to rehearse with her cast every day last year). (She used to play football as a kid).
- Wh- questions: How long ago etc. (How long ago did you watch that film?).
- Prepositions: Among, until, on, at, in, in case, by, of, with, about, to, for, about, from, out of: (The film will start at 8 p.m.).
- Prepositional phrases with in, for, from, to, at, to, in, about, with, from, of, etc.: (He learned it from the podcast.)

Functions of the Grammatical Structures in Use:

- Use of the Simple Past Tense versus the Past Progressive Tense: Describing an action that was interrupted by another event (Past Progressive) or completed in the past (Simple Past).
- Use of “Question Tags” with the Simple Past Tense and the Past Progressive Tense: Asking short questions to confirm or clarify information (in the past) in the sentence.
- Use of “Could” for ability (I could ski before I could walk): Describing an ability in the past.
- Use of “Used to”: Describing past habits or routines that do not occur in the present.
- Use of “Wh- questions” e.g. “How long etc.”: Asking for specific information about a subject, an object, time, a place, manner and a reason.
- Use of Prepositions: (among, until, on, at, in, in case, by, of, with, about, to, for, about, from, out of): Indicating relationship among the components of a sentence in terms of cause, direction, manner, time, and location.
- Use of Prepositional Phrases with in, for, from, to, at, to, in, about, with, from, of, etc.: Clarifying the details in the sentence about the cause, direction, manner, time, and location.

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

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

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

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

Target Social Language in Use:

Write this down, it's important!

How do you feel?

Is everything all right?

She looks like a picture of health!

Target Phonological Sounds in Use:

-Intonation of questions and question tags.

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme "personal life and well-being" and its components such as "mobile phones and their impact on health and social life; personal preferences for films and visual arts" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "personal life and well-being" and its components such as "mobile phones and their impact on health and social life; personal preferences for films and visual arts" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Mobile phones, health, social life, mobile phones' impact, mobile phones' impact on health, mobile phones' impact on social life, personal preferences, films, visual arts, personal preferences for films, personal preferences for visual arts.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will create a presentation about their favourite film they love to share with the class. They will talk about why they like the film, their favourite characters, and the most interesting parts of it. To make it fun, they can use drawings, photos, short video clips, or act out scenes. They will also share their feelings on how the film makes them feel and how it connects to their personal life. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "personal life and well-being" and its components such as "mobile phones and their impact on health and social life; personal preferences for films and visual arts". As they are lower secondary school students in year 6(six), they can know what "personal life and well-being" and its components such as "mobile phones and their impact on health and social life; personal preferences for films and visual arts" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about “personal life and well-being” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “personal life and well-being” and its components such as “mobile phones and their impact on health and social life; personal preferences for films and visual arts”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “personal life and well-being”. Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “personal life and well-being” and its components such as “mobile phones and their impact on health and social life; personal preferences for films and visual arts” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG6.3.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” as a general concept in the current(new)theme (**D3.2, SELS1.1, V3.2, V7.2, V7.3, V13.3, V13.4, LS1, LS4, LS5, LS6, LS8, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about “personal life and well-being” and the pictures, realia, etc. they can easily answer what the current theme will be “personal life and well-being” and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, LS2, LS4, CS2.10, CS2.17**).

ENG6.3.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “personal life and well-being” shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the current theme “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” in it as a whole (**CS2.13**) without stopping the video at any point, so that the students can understand the theme holistically (**D3.2, SELS1.1, V3.3, V3.4, V7.2, V7.3, V13.3, V13.4, LS2, LS4, LS5, LS6, LS8, CS2.14, CS2.16.2**).

ENG6.3.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”, some realia brought into the classroom by the teacher could be used (**V7.2, V7.3, V13.3, V13.4, LS8**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the

introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG6.3.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V1.3, V10.3)**.

ENG6.3.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “personal life and well-being” and the words and/or word groups for “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” the teacher asks the students to listen (to)/ watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V7.2, V7.3, V13.3, V13.4, LS4, LS5, LS6, LS8, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “personal life and well-being with mobile phones and their impact on health and social life; personal

preferences for films and visual arts”, the students listen (**V7.2, V7.3, V13.3, V13.4, LS8, CS2.9**); then the teacher says the target words/word groups and acts them out, the students repeat after her/him (**SELS2.1, CS2.14**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” (**D2.3, D2.5, V3.3, V7.2, V7.3, V13.3, V13.4, LS8**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS6, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG6.3.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG6.3.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content (**CS2.6, CS2.7**). In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story (**CS2.4**). By doing so, they will be able to understand the story/text in general using the main elements (**D3.2, D3.6, V3.3, V3.4, LS1**).

ENG6.3.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG6.3.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V1.3, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG6.3.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about "personal life and well-being" (**CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples,

etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme “personal life and well-being” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, V7.2, V7.3, V13.3, V13.4, LS8, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.3, V3.4, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V7.2, V7.3, V13.3, V13.4, LS8, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme “personal life and well-being” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V7.2, V7.3, V13.3, V13.4, LS8, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” **(D3.2, D3.8, SELS2.2, V7.2, V7.3, V13.3, V13.4, LS8)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D3.3, SELS3.1, SELS3.2, V4.2, V4.4, V7.2, V7.3, V13.3, V13.4, LS8, LS9, CS2.20)**.

Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.3.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V7.2, V7.3, V13.3, V13.4, LS8, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG6.3.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”, as in other themes (**V3.2, V7.2, V7.3, V13.3, V13.4, LS8**).

ENG6.3.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG6.3.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher’s feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG6.3.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students’ interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG6.3.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V7.2, V7.3, V13.3, V13.4, LS8, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.3.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG6.3.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts" (**V3.2, V3.4, V7.2, V7.3, V13.3, V13.4, LS8**).

ENG6.3.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG6.3.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG6.3.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts" (**SELS2.2, SELS3.2, V4.2, V7.3, V13.3, V13.4, LS8, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG6.3.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "personal life and well-being" and its components such as "personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts" (**V3.4, V4.2, V7.3, V13.3, V13.4, LS4, LS5, LS6, LS8, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.3.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION**Expansion**

Objective: To talk about the impact of mobile phones on health and social life, as well as on films and visual arts in English by using the target vocabulary and grammar.

Activity: Memory Lane Interview

Students work in pairs, act as a journalist and an interviewee. They interview each other to learn about each other's past experiences or moments related to mobile phone use or preferences for films and visual arts. The teacher asks the students to choose a new identity and answer the questions accordingly. Then, the teacher asks the students to prepare at least 5 main and 3 spontaneous follow-up interview questions depending on their friend's responses, e.g. "What were you doing when you last spent a lot of time on your phone?" or "Were you watching any specific series during the summer?" The students take notes of their friends' responses. Then, they switch roles and follow the same procedure. After that, each student writes a short paragraph about their peer's past experiences. The teacher collects all the papers and asks each student to choose one randomly and read it aloud. The rest of the class listens very carefully and tries to guess who that might be. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about the impact of mobile phones on health and social life, as well as on films and visual arts in English by using the target vocabulary and the target grammar.

Activity: Memory Lane Interview

Students work in pairs, act as a journalist and an interviewee, and interview each other to learn about each other's past experiences or moments related to mobile phone use or preferences for films and visual arts. The teacher asks the students to choose a new identity and answer the questions accordingly. The teacher provides a bowl of simple questions for students to choose 3 questions from, e.g. "What did you do on your phone yesterday?" or "What were you doing at this time on Saturday?". The teacher also provides a language box with sample grammar for students to get help from while answering questions. Then, they switch roles and follow the same procedure. After that, each pair collaboratively writes a short paragraph about their past experiences. The teacher collects all the papers and asks each student to choose one randomly and read it aloud. The rest of the class listens very carefully and tries to guess who that might be. Students reflect on their thoughts and feelings about the activity

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 4: FAMILY LIFE & HOME

Sub-themes: Relationships, problems, and solutions in the family; different families and family houses

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

CLASS HOURS 27

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V2. Family Integrity, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V8. Privacy, V9. Compassion, V10. Modesty, V12. Patience, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.4.L1. Students can get ready for the listening/watching-comprehension process for the current content on “family life and home with relationships, problems, and solutions in the family; different families and family houses” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “family life and home” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.4.L2. Students can bring information about the current content on “family life and home with relationships, problems, and solutions in the family; different families and family houses” together through significant details and main components while listening (to)/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.6.4.L3. Students can make meaning of/derive meaning from the current content on “family life and home with relationships, problems, and solutions in the family; different families and family houses” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.4.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “family life and home with relationships, problems, and solutions in the family; different families and family houses”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.6.4.P1. Students can select and use the target phonological elements of the current content about “family life and home with relationships, problems, and solutions in the family; different families and family houses” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.6.4.R1. Students can get ready for the reading-comprehension process about the current content on “family life and home with relationships, problems, and solutions in the family; different families and family houses”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students making significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.4.R2. Students can bring information about the current content on “family life and home with relationships, problems, and solutions in the family; different families and family houses” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.4.R3. Students can make meaning of / derive meaning from the current content about “family life and home with relationships, problems, and solutions in the family; different families and family houses” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.4.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “family life and home with relationships, problems, and solutions in the family; different families and family houses” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.4.V1. Students can select and use the target vocabulary of the current content about “family life and home with relationships, problems, and solutions in the family; different families and family houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.4.G1. Students can select and use the target grammatical elements of the current content about “family life and home with relationships, problems, and solutions in the family; different families and family houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*

- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.4.W1. Students can get ready for the writing-expression process about the current content on “family life and home with relationships, problems, and solutions in the family; different families and family houses”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.4.W2. Students can understand the model/example for the writing task about the current content on “family life and home with relationships, problems, and solutions in the family; different families and family houses”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.6.4.W3. Students can organise a content for the assigned writing task on the current content “family life and home with relationships, problems, and solutions in the family; different families and family houses” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.4.W4. Students can individually construct/form content for the assigned writing task on the current content “family life and home with relationships, problems, and solutions in the family; different families and family houses”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.4.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “family life and home with relationships, problems, and solutions in the family; different families and family houses” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.4.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life and home with relationships, problems, and solutions in the family; different families and family houses” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.4.S1. Students can get ready for speaking-expression process about the current content on “family life and home with relationships, problems, and solutions in the family; different families and family houses”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.4.S2. Students can use the model/example for producing verbal content about the current content on “family life and home with relationships, problems, and solutions in the family; different families and family houses”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.4.S3. Students can organise a new verbal content on “family life and home with relationships, problems, and solutions in the family; different families and family houses” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*

- b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.4.S4. Students can construct a new verbal content on “family life and home with relationships, problems, and solutions in the family; different families and family houses” by speaking accurately, efficiently, and authentically.

- a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.4.S5. Students can reorganise (reconstruct) and use information about the “family life and home with relationships, problems, and solutions in the family; different families and family houses” to communicate with other people.

- a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.4.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “family life and home with relationships, problems, and solutions in the family; different families and family houses” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

FAMILY LIFE & HOME

Sub-themes: Relationships, problems, and solutions in the family; different families and family houses

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for relationships, problems and solutions in the family:

Relationships:

Nouns: An acquaintance, an ancestor, a bond, blame, a hug, an identical twin, a mate, patience, a regret, a sibling.

Problems and solutions:

Nouns: An approval, an attempt, a collapse, a conflict, a controversy, a disagreement, a division, a failure, a misunderstanding, an obstacle, a struggle, a split. Verbs: To abandon, to accuse, to adopt, to acknowledge, to approve, to assess, to blame, to defend, to defeat, to deny, to embrace, to forgive, to hug, to inherit, to maintain, to regret, to satisfy, to socialise, to split, to struggle, to trace, to unite. Adjectives: Attempted, desperate, hopeless, identical, objective, pessimistic, sensitive, sincere, spiritual, subjective, passionate. Adverbs: Barely, hopelessly, subjectively. Idiom: to make life difficult (for somebody).

Vocabulary for different families and family houses:

Nouns: An anniversary, air-conditioning, an attic, a cabin, a central heating, a classic, a coach house, an eco-house, housing, a hut, an igloo, a mobile home, an origin, a root, a room-mate, a storeroom, a tiny house, a villa, a workplace.

Vocabulary for different families:

Nouns: A nuclear family. Verbs: To possess, to select. Adjectives: Air-conditioned, broad, characteristic, contemporary, industrial, open-plan, plain, sophisticated, charming, detached, semi-detached.

Target Grammatical Structures in Use:

-The Present Perfect Tense (for, since, yet, already, never, ever, just, recently) versus The Present Perfect Progressive Tense: (I have just visited my grandparents' farmhouse. I have been working on decorating their attic for weeks).

-Question Tags with The Present Perfect Tense and the Present Perfect Progressive Tense: (They haven't solved the family conflict yet, have they?)

-Comparative and Superlative of Regular-Irregular Adjectives (thin-thinner-the thinnest; far - further / farther - the furthest / farthest: (This farmhouse is farther from the city than the one we visited last year). (The cabin in the woods is the furthest place we have ever stayed).

-Reflexive Pronouns: myself, himself, herself, himself, ourselves, yourself, themselves: (We decorated the farmhouse ourselves for our grandparents' anniversary).

-Wh- questions i.e. How long etc.: (How long have they lived in the igloo?).

Functions of the Grammatical Structures in Use:

-Use of the Present Perfect Tense: Describing actions that began in the past and continue into the present and describing an action that happened recently and has an impact on the present.

-Use of the Present Perfect Progressive Tense: Describing actions that started in the past and continue in the present, often focusing on duration or the ongoing nature of the action.

-Use of the "Question Tags" with the Present Perfect Tense and the Present Perfect Progressive Tense: Confirming information, encouraging agreement, seeking reassurance.

-Use of the Comparative and Superlatives of Regular and Irregular adjectives: Comparing two or more things or people using regular or irregular adjective forms.

-Use of "Reflexive Pronouns (myself, himself, herself, himself, ourselves, yourself, themselves): Saying the subject performs an action on itself or emphasising that the subject performed the action independently or without help.

- "Wh- questions" (How long etc.): Asking about the duration of an action or event.

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

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

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

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

Target Social Language in Use:

My grandma makes the best biscuits!

It feels so cosy in our house!

Home sweet home!

A house divided against itself cannot stand!

Target Phonological Sounds in Use:

a, b, c, d, e

Vowels. a: (/ae/, /aeɪ/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /əə/); e: (/e/, /i:/, /ə/, silent /e/)

Consonants: b: (/b/, silent /b/); c: (/si/, /k/, /tʃ/, /z/, silent /c/); d: (/d/, silent /d/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “family life and home” and its components such as “relationships, problems, and solutions in the family; different families and family houses” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “family life and home” and its components such as “relationships, problems, and solutions in the family; different families and family houses” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Relationships, problems, solutions, relationships in the family, problems in the family, solutions in the family, families, different families, houses, family houses, different family houses.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will write a story based on a photograph that shows an important moment in a family’s life at home. They will choose a photograph of their own family or a family scene (like a dinner, birthday, or a day in the sitting-room) and write a short story about it. In the story, they will describe the relationships, problems, and solutions within the family or how family members interact with each other. They will also include details about the home and its features, like rooms, decorations, and furniture. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "family life and home" and its components such as "relationships, problems, and solutions in the family; different families and family houses". As they are lower secondary school students in year 6 (six), they can know what "family life and home" and its components such as "relationships, problems, and solutions in the family; different families and family houses" mean. in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about "family life and home" and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "family life and home" and its components such as "relationships, problems, and solutions in the family; different families and family houses". Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "family life and home". Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of "family life and home" and its components such as "relationships, problems, and solutions in the family; different families and family houses" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG6.4.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “family life and home with relationships, problems, and solutions in the family; different families and family houses” as a general concept in the current (new) theme (**D3.2, SELS1.1, V2.1, V2.2, V2.3, V2.4, V3.2, V8.3, V14.3, V16.3, LS1, LS4, LS5, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about “family life and home” and the pictures, realia, etc. they can easily answer what the current theme will be “family life and home” and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, LS2, LS4, CS2.10, CS2.17**).

ENG6.4.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “family life and home” shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the current theme “family life and home with

relationships, problems, and solutions in the family; different families and family houses” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V2.1, V2.2, V2.3, V2.4, V3.3, V3.4, V8.3, V14.3, V16.3, LS2, LS4, LS5, CS2.14, CS2.16.2)**.

ENG6.4.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “family life and home with relationships, problems, and solutions in the family; different families and family houses”, some realia brought into the classroom by the teacher could be used **(V2.1, V2.2, V2.3, V2.4, V8.3, V14.3, V16.3, LS5, LS6)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG6.4.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V1.3, V10.3)**.

ENG6.4.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “family life and home” and the words and/or word groups for “family life and home with relationships, problems, and solutions in the family; different families and family houses” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V2.1, V2.2, V2.3, V2.4, V3.3, V8.3, V14.3, V16.3, LS4, LS5, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0

programmes (**LS2, CS2.16.3**). The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both (**CS2.8**). To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers (**D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “family life and home with relationships, problems, and solutions in the family; different families and family houses”, the students listen (**CS2.9**); then the teacher says the target words/word groups and acts them out, the students repeat after her/him (**SELS2.1, V2.1, V2.2, V2.3, V2.4, V8.3, V14.3, V16.3, CS2.14**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “family life and home with relationships, problems, and solutions in the family; different families and family houses” (**D2.3, D2.5, V2.1, V2.2, V2.3, V2.4, V3.3, V8.3, V14.3, V16.3, LS5, LS6**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS6, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG6.4.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG6.4.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content (**CS2.6, CS2.7**). In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story (**CS2.4**). By doing so, they will be able to understand the story/text in general using the main elements (**D3.2, D3.6, V3.3, V3.4, LS1**).

ENG6.4.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG6.4.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V1.3, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG6.4.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components

of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about “family life and home” (**CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme “family life and home with relationships, problems, and solutions in the family; different families and family houses”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V2.1, V2.2, V2.3, V2.4, V8.3, V14.3, V16.3, LS5, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme “family life and home” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for “family life and home with relationships, problems, and solutions in the family; different families and family houses”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**D2.3, V2.1, V2.2, V2.3, V2.4, V8.3, V14.3, V16.3, LS5, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme “family life and home” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “family life and home with relationships, problems, and solutions in the family; different families and family houses”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**LS5, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “family life and home with relationships, problems, and solutions in the family; different families and family houses” (**D3.2, D3.8, SELS2.2, V2.1, V2.2, V2.3, V2.4, V8.3, V14.3, V16.3, LS5, LS6**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange

their picture dictionaries with their peers and check each other's spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of "family life and home with relationships, problems, and solutions in the family; different families and family houses", the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary items in context (**D2.5, D3.3, SELS3.1, SELS3.2, V2.1, V2.2, V2.3, V2.4, V4.2, V4.4, V7.2, V8.3, V14.3, V16.3, LS5, LS9, CS2.20**). Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.4.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "family life and home with relationships, problems, and solutions in the family; different families and family houses", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V2.1, V2.2, V2.3, V2.4, V3.3, V8.3, V14.3, V16.3, LS5, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in

items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG6.4.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about “family life and home with relationships, problems, and solutions in the family; different families and family houses”, as in other themes **(V2.1, V2.2, V2.3, V2.4, V3.2, V8.3, V14.3, V16.3, LS5, LS6)**.

ENG6.4.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG6.4.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher’s feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG6.4.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students’ interests and language level **(V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9)**.

ENG6.4.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme “family life and home with relationships, problems,

and solutions in the family; different families and family houses” in their writing (**SELS2.2, SELS2.3, V2.1, V2.2, V2.3, V2.4, V3.4, V4.2, V8.3, V14.3, V16.3, LS5, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.4.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG6.4.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students’ learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about “family life and home with relationships, problems, and solutions in the family; different families and family houses” (**V2.1, V2.2, V2.3, V2.4, V3.2, V3.4, V8.3, V14.3, V16.3, LS5, LS6**).

ENG6.4.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG6.4.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG6.4.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “family life and home with relationships, problems, and solutions in the family; different families and family houses” (**SELS2.2, SELS3.2, V2.1, V2.2, V2.3, V2.4, V4.2, V8.3, V14.3, V16.3, LS5, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG6.4.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "family life and home" and its components such as "family life and home with relationships, problems, and solutions in the family; different families and family houses" (**V2.1, V2.2, V2.3, V2.4, V3.4, V4.2, V8.3, V14.3, V16.3, LS4, LS5, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.4.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION**Expansion**

Objective: To talk about relationships, problems, and solutions in the family, different families, and family houses in English by using target vocabulary and grammar.

Activity: Family Feud

The teacher prepares a list of guesses about imaginary family problems in different families and as many identity cards of chosen famous people as possible. The cards have only the name of the person. The class is divided into 5-6 teams. The students are asked to work in their groups and collect as much information as they can about each famous person's family to be able to answer the teacher's questions. When the teacher presents a family-related problem, e.g. "Family members argue about chores.", each team must come up with a possible solution using the Present Perfect Tense, e.g. ".... and his wife have created a chore chart to avoid arguments". The teacher encourages other students to ask follow-up questions, e.g. "How long have they been using the chore chart?". Each team earns a point for correctly identifying the family problem, matching with an appropriate famous person, and providing solutions using the Present Perfect Tense. The winners get a badge that says, "Family Champion". Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about relationships, problems, and solutions in the family, different families, and family houses in English by using target vocabulary and grammar.

Activity: Family Feud

The teacher prepares a list of guesses about imaginary family problems in different families and as many identity cards of chosen famous people as possible. Each group gets one copy of all cards. The cards have brief information about each famous person's family. The class is divided into 5-6 teams. When the teacher presents a family-related problem, e.g. "Family members argue about chores", each team must come up with a possible solution using the Present Perfect Tense, e.g. "..... and his brother have created a chore chart to avoid arguments." The students are provided with a language box that includes sample grammar that students need to answer the questions. Each team earns a point for correctly identifying the family problem, matching with an appropriate famous person, and providing solutions using the Present Perfect Tense. The winners get a badge that says, "Family Feud Champion". Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 5: LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

Sub-themes: Different lifestyles in the city and rural areas; sports events in the city and rural areas

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

CLASS HOURS 27

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V13. Healthy Living, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.5.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” carefully.

- a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) Students make predictions about the current content on “life in the neighbourhood, city and social life” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.5.L2. Students can bring information about the current content on “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” together through significant details and main components while listening (to)/ watching it.

- a) Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.6.5.L3. Students can make meaning of/derive meaning from the current content on “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” through significant details by listening (to)/watching it carefully.

- a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.*
- g) Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.5.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas”.

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

ENG.6.5.P1. Students can select and use the target phonological elements of the current content about “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.6.5.R1. Students can get ready for the reading-comprehension process about the current content on “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students making significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.5.R2. Students can bring information about the current content on “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.5.R3. Students can make meaning of / derive meaning from the current content about “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*

- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.5.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.5.V1. Students can select and use the target vocabulary of the current content about “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening(to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening(to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.5.G1. Students can select and use the target grammatical elements of the current content about “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.5.W1. Students can get ready for the writing-expression process about the current content on “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.5.W2. Students can understand the model/example for the writing task about the current content on “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.6.5.W3. Students can organise a content for the assigned writing task on the current content “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.5.W4. Students can individually construct/form content for the assigned writing task on the current content “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.5.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.5.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.5.S1. Students can get ready for speaking-expression process about the current content on “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.5.S2. Students can use the model/example for producing verbal content about the current content on “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas”

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.5.S3. Students can organise a new verbal content on “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*

- b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.5.S4. Students can construct a new verbal content on “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” by speaking accurately, efficiently, and authentically.

- a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.5.S5. Students can reorganise(reconstruct)and use information about the “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” to communicate with other people.

- a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.5.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

Sub-themes: Different lifestyles in the city and rural areas; sports events in the city and rural areas

Target vocabulary in use (with revisional vocabulary):

Vocabulary for different lifestyles in the city and rural areas:

Nouns: A boost, a citizen, a civilisation, capacity, a delivery, diversity, a resort, a zone, wildlife, a downtown, an occupation, an opera, a territory, freedom, wealth, transportation, an urban, a suburb. Verbs: To decrease, to boost.

Vocabulary for rural areas: Nouns: Agriculture, cornfield, crop, food chain, greenhouse, pesticide, straw, sunflower, vet, wheat. Adjectives: Genetically modified, organic, civil, industrial, regional, rural, downtown, distinct, nearby, sufficient, distant, domestic, automatic, sustainable, extensive, useless. Adverbs: Downtown.

Vocabulary for sports events in the city and rural areas:

Nouns: Aerobics, an attachment, an administration, an attempt, a biker, bungee jumping, a league, a championship, marathon, a motor racing, an obstacle, a semi-final, a spectator, a register, a sponsorship, a spokesperson, a stroke, a tournament, a victory, weightlifting. Verbs: To modify, to attempt, to eliminate, to approach. Adjectives: Dynamic, satisfied, random, spectacular, regional, sporting, amusing, enthusiastic(enthusiastic), junior, senior.

Target Grammatical Structures in Use:

-Simple Future Tense versus Be Going to Future Tense: (The athletes will be happy when they see their fans' support tomorrow. The team is going to participate in a championship next month.).

-Connecting Words Expressing "Cause, Effect, and Contrast" (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): (Until the weather improves, farmers cannot begin planting their cornfield).

Functions of the Grammatical Structures in Use:

-Use of the "Be Going to Future Tense versus the Simple Future Tense": Discriminating future plans, predictions, and planned actions from unplanned actions and spontaneous decisions.

-Use of Connecting Words Expressing Cause, Effect, and Contrast (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): Expressing cause and effect, contrast between the ideas about life and social life in the neighbourhood, city and rural areas.

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

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

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

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

Target Social Language in Use:

I can't go out today, I'm broke!

Do you fancy a cup of coffee in a café?

The walk to the shopping centre felt like a country mile!

She's a down-to-earth person although she lives in a big city now!

Target Phonological Sounds in Use:

Vowel: i

Consonants: f, g, h, j, k

Vowels: i: (/aɪ/, /ɪ/, /i:/)

Consonants: f: (/f/); g: (/g/, /dʒ/, silent /g/); h: (/h/), silent /h/); j: (/dʒeɪ/, /dʒ/), k: (/k/, silent /k/).

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “life in the neighbourhood, city and social life” and its components such as “different lifestyles in the city and rural areas; sports events in the city and rural areas” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower secondary school student will know what “life in the neighbourhood, city and social life” and its components such as “different lifestyles in the city and rural areas; sports events in the city and rural areas” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Lifestyles, the city, rural areas, lifestyles in the city, lifestyles in rural areas, different lifestyles, different lifestyles in the city, different lifestyles in rural areas, sports events, sports events in the city, sports events in rural areas.

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

PERFORMANCE ASSIGNMENT: Students will create a project named “Gallery Walk”, showing life in the city and the countryside and sports events in both areas. In groups, they will make sections with photographs, drawings, and short descriptions. One part will show city life, in terms of transportation and daily activities, while another part will show rural life, in terms of farming and community events. Another section will highlight sports events in the city and the countryside. Other students and teachers will walk around the gallery, look at the visuals, and read the captions to learn about the differences and similarities in these areas. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme is based on the students’ knowledge of “life in the neighbourhood, city and social life” and its components such as “different lifestyles in the city and rural areas; sports events in the city and rural areas”. As they are lower secondary school students in Year 6 (five), they can know what “life in the neighbourhood, city and social life” and its components such as “different lifestyles in the city and rural areas; sports events in the city and rural areas” mean. in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about “life in the neighbourhood, city and social life” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "life in the neighbourhood, city and social life" and its components such as "different lifestyles in the city and rural areas; sports events in the city and rural areas". Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "life in the neighbourhood, city and social life". Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of "life in the neighbourhood, city and social life" and its components such as "different lifestyles in the city and rural areas; sports events in the city and rural areas" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme.

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

ENG6.5.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V4.5, V5.1, V5.2, V13.2, LS1, LS4, LS5, LS6, LS8, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about “life in the neighbourhood, city and social life” and the pictures, realia, etc. they can easily answer what the current theme will be “life in the neighbourhood, city and social life” and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, LS2, LS4, CS2.10, CS2.17**).

ENG6.5.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “life in the neighbourhood, city and social life” shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the current theme “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” in it as a whole (**CS2.13**) without stopping the video at any point, so that the students can understand the theme holistically (**D3.2, SELS1.1, V3.3, V3.4, V4.5, V5.1, V5.2, V13.2, LS2, LS4, LS5, LS6, LS8, CS2.14, CS2.16.2**).

ENG6.5.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas”, some realia brought into the classroom by the teacher could be used (**V4.5, V5.1, V5.2, V13.2, LS5, LS6, LS8**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story (**CS2.6**). When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options (**CS2.5**). As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily (**CS2.1**). In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the

components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG6.5.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening–watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V1.3, V10.3)**.

ENG6.5.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “life in the neighbourhood, city and social life” and the words and/or word groups for “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” the teacher asks the students to listen(to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V4.5, V5.1, V5.2, V13.2, LS4, LS5, LS6, LS8, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas”, the students listen **(V5.1, V5.2, V13.2, CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas;

sports events in the city and rural areas" (**D2.3, D2.5, V3.3, V4.5, V5.1, V5.2, V13.2, LS5, LS6, LS8**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS6, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG6.5.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG6.5.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content (**CS2.6, CS2.7**). In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story (**CS2.4**). By doing so, they will be able to understand the story/text in general using the main elements (**D3.2, D3.6, V3.3, V3.4, LS1**).

ENG6.5.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to

share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG6.5.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V1.3, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG6.5.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words, or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about "life in the neighbourhood, city and social life" (**CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V4.5, V5.1, V5.2, V13.2, LS5, LS6, LS8, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme “life in the neighbourhood, city and social life” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**D2.3, V4.5, V5.1, V5.2, V13.2, LS5, LS6, LS8, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme “life in the neighbourhood, city and social life” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**V4.5, V5.1, V5.2, V13.2, LS5, LS6, LS8, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas” (**D3.2, D3.8, SELS2.2, V4.5, V5.1, V5.2, V13.2, LS5, LS6, LS8**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary items in context (**D2.5, D3.3, SELS3.1, SELS3.2, V4.2, V4.4, V4.5, V5.1, V5.2, V7.2, V13.2, LS5, LS6, LS8, LS9, CS2.20**). Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.5.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V4.5, V5.1, V5.2, V13.2, LS5, LS6, LS8, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG6.5.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas", as in other themes (**V3.2, V4.5, V5.1, V5.2, V13.2, LS5, LS6, LS8**).

ENG6.5.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG6.5.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG6.5.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG6.5.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas" in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V4.5, V5.1, V5.2, V13.2, LS5, LS6, LS8, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.5.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG6.5.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas" (**V3.2, V3.4, V4.5, V5.1, V5.2, V13.2, LS5, LS6, LS8**).

ENG6.5.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG6.5.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG6.5.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas" (**SELS2.2, SELS3.2, V4.2, V4.5, V5.1, V5.2, V13.2, LS5, LS6, LS8, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG6.5.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "life in the neighbourhood, city and social life" and its components such as "life in the neighbourhood, city and social life with different lifestyles in the city and rural areas; sports events in the city and rural areas" (**V3.4, V4.2, V4.5, V5.1, V5.2, V13.2, LS4, LS5, LS6, LS8, CS3.1, CS2.20**). AI-based

technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.5.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION

Expansion

Objective: To express and talk about cause and effect about life in the neighbourhood, city, and social life in English by using the target vocabulary and the target grammar.

Activity 1: Complete and Create

The teacher puts several incomplete sentences into a box and forms groups of 4 students. She/He asks each group to select 4 sentences from the box, where the second halves are missing. The sentences on the paper are as follows: "People in the city live close to work, so ..." or "While life in the neighbourhood is peaceful, ...". The students choose one of the sentences and collaboratively write a contextual paragraph starting with the chosen sentence. They then read their paragraph aloud, and feedback is provided to encourage improvement. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To express and talk about cause and effect about life in the neighbourhood, city, and social life in English by using the target vocabulary and the target grammar.

Activity 1: Match and Read

The teacher puts incomplete sentences into different coloured envelopes and forms groups of 4 students. She/He then asks the groups to select an envelope and distributes it to each group. Afterwards, she/he gives another envelope of the same colour containing the other halves of the sentences. The students are supposed to match the sentences with the corresponding halves from the other envelope within the given time. When the time is up, each student in the group reads the sentences aloud. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 6: LIFE IN THE WORLD & CULTURE

Sub-themes: Personal habits and routines for food; different local and international food types and cooking styles

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

CLASS HOURS 27

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.6.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in the world and culture” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.6.L2. Students can bring information about the current content on “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” together through significant details and main components while listening (to)/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.6.6.L3. Students can make meaning of/derive meaning from the current content on “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.6.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles”

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.6.6.P1. Students can select and use the target phonological elements of the current content about “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.6.6.R1. Students can get ready for the reading-comprehension process about the current content on “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students making significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.6.R2. Students can bring information about the current content on “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.6.R3. Students can make meaning of / derive meaning from the current content about “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.6.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.6.V1. Students can select and use the target vocabulary of the current content about “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.6.G1. Students can select and use the target grammatical elements of the current content about “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*

- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.6.W1. Students can get ready for the writing-expression process about the current content on “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.6.W2. Students can understand the model/example for the writing task about the current content on “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.6.6.W3. Students can organise a content for the assigned writing task on the current content “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.6.W4. Students can individually construct/form content for the assigned writing task on the current content “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.6.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.6.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.6.S1. Students can get ready for speaking-expression process about the current content on “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.6.S2. Students can use the model/example for producing verbal content about the current content on “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.6.S3. Students can organise a new verbal content on “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*

- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.6.S4. Students can construct a new verbal content on “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.6.S5. Students can reorganise (reconstruct) and use information about the “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.6.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN THE WORLD & CULTURE

Sub-themes: Personal habits and routines for food; different local and international food types and cooking styles

Target vocabulary in use (and revisional vocabulary):

Vocabulary for personal habits and routines for food:

Nouns: A bunch, carb, carbohydrate, a cell, a chopstick, a counter, a cuisine, an eating disorder, a fryer, a gramme (gram-AmE), a litre, mineral, a mixer, a mug, nutrition, obesity, a portion, a grocery, a tendency, consumption, a pizzeria, a portion, protein, pudding, roast, a self-service, a server, spoonful, a supper, takeaway, a teaspoon, a toaster, a vitamin, steam. Verbs: To starve, to chop, to flavour, to grill, to heat up, to peel, to reserve. Adjectives: Acceptable, bitter, cheesy, dietary, eat-in, juicy, lean, low-fat, nutritious, organic, pure, self-service, sour, tough, visible. Adverbs: Nowadays, sufficiently.

Vocabulary for different local and international food types and cooking styles:

Nouns: A bagel, a baguette, baked beans, beefsteak, broccoli, chilli, courgette (zucchini-AmE), crab, cracker, cucumber, dairy, a flavour, fried rice, goat cheese, a gain, herb, a kit, noodle, pastry, popularity, a protein, rice pudding, sour cream, spice, sweetcorn, sweet pepper, sweet potato, veg, vinegar, steam, a spoonful, a usage. Verbs: To gain, to chop, to grill, to peel, to differentiate, to process. Adjectives: Bitter, dairy-free, remarkable, considerable.

Lasagne (Italy), croissant (French), taco (Mexican), chicken ramen (Japanese), sweet and sour chicken (Chinese), curry (Indian), falafel (Middle East), pancake (American).

Target Grammatical Structures in Use:

- Modals for Probability (can, could, may, might): (He can enjoy a bagel every morning).
- Could (for Deduction or Speculation): (That sweet potato could be part of a healthy diet).
- “Need” for Necessity or for Obligation: (You need to peel cucumbers. You needn’t use sugar).
- “Must” versus “Have to”: (She must chop broccoli to make the dish nutritious. We have to reserve a bagel in advance at the cafe).
- “Should” for Giving Advice: (You should eat a spoonful of vegetables for good health).
- “Must/can’t” for Deduction: (He must be preparing grilled meat because of the barbecue smell).

Functions of the Grammatical Structures in Use:

- Use of Modals for Probability (can, could, may, might): Expressing possibility or probability.
- Use of “Could” for Deduction or Speculation: Expressing deduction or speculation when discussing possibilities or making guesses.
- Use of “need” for Necessity or Obligation: Indicating something that is required or essential.
- Use of “Must” vs “Have to”: Expressing the difference between the source of necessity or obligation such as internal or external.
- Use of “Should” for Giving Advice: Giving advice or making recommendations.
- Use of “must/can’t” for Deduction: Indicating a logical certainty or a logical impossibility.

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

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

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

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

Target Social Language in Use:

Pasta is my have-a go-to recipe!
 A key to a good stew is slow cooking it for hours!
 I'll whip up a quick salad for dinner!
 Cooking is my mum's bread and butter!

Target Phonological Sounds in Use:

l, m, n, (ng), o, p

Vowel: Vowel: o: (/əʊ/, /ɒ/, /əʊ/)

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

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme "life in the world and culture" and its components such as "personal habits and routines for food; different local and international food types and cooking styles" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "life in the world and culture" and its components such as "personal habits and routines for food; different local and international food types and cooking styles" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Personal habits, routines, food, personal habits for food, routines for food, food types, local food types, international food types, different local food types, different international food types, cooking styles, local cooking styles, international cooking styles, different cooking styles, different local cooking styles, different international cooking styles.

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

PERFORMANCE ASSIGNMENT: Students will design a quiz about the theme of life in the world and culture. First, they will search about foods and dishes from different countries, food habits and routines from various cultures. Then they will prepare questions related to this information. The quiz may include true/false questions, multiple choice or short-answer questions. Also, they may enrich their quizzes with visuals or pictures. Then, they will share the quiz with their classmates. They will evaluate the results together as a whole class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme is based on the students' knowledge of "life in the world and culture" and its components such as "personal habits and routines for food; different local and international food types and cooking styles". As they are lower secondary school students in Year 6 (six), they can know what "life in the world and culture" and its components such as "personal habits and routines for food; different local and international food types and cooking styles" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this

case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about “life in the world and culture” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the world and culture” and its components such as “personal habits and routines for food; different local and international food types and cooking styles”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the world and culture”. Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “life in the world and culture” and its components such as “personal habits and routines for food; different local and international food types and cooking styles” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG6.6.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V4.5, V13.1, V13.4, V14.3, LS1, LS4, LS5, LS6, LS8, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about “life in the world and culture” and the pictures, realia, etc. they can easily answer what the current theme will be “life in the world and culture” and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, LS2, LS4, LS5, CS2.10, CS2.17**).

ENG6.6.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “life in the world and culture” shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the current theme “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” in it as a whole (**CS2.13**) without stopping the video at any point, so that the students can understand the theme holistically (**D3.2, SELS1.1, V3.3, V3.4, V4.5, V13.1, V13.4, V14.3, LS2, LS4, LS5, LS6, LS8, CS2.14, CS2.16.2**).

ENG6.6.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles”, some realia brought into the classroom by the teacher could be used (**V4.5, V13.1, V13.4, V14.3, LS5, LS6, LS8**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the

introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG6.6.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V1.3, V10.3)**.

ENG6.6.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about "life in the world and culture" and the words and/or word groups for "life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles" the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V4.5, V13.1, V13.4, V14.3, LS4, LS5, LS6, LS8, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the "life in the world and culture with personal habits and routines for food; different local and international

food types and cooking styles”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(V13.1, V13.4, V14.3, LS5, SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” **(D2.3, D2.5, V3.3, V4.5, V13.1, V13.4, V14.3, LS5, LS6, LS8)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG6.6.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG6.6.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG6.6.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG6.6.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V1.3, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG6.6.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about "life in the world and culture" (**LS5, CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations,

examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V4.5, V13.1, V13.4, V14.3, LS5, LS6, LS8, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme “life in the world and culture” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.3, V3.4, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V4.5, V13.1, V13.4, V14.3, LS5, LS6, LS8, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme “life in the world and culture” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V4.5, V13.1, V13.4, V14.3, LS5, LS6, LS8, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” **(D3.2, D3.8, SELS2.2, V4.5, V13.1, V13.4, V14.3, LS5, LS6, LS8)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D3.3, SELS3.1, SELS3.2, V4.2, V4.4, V4.5, V7.2, V13.1, V13.4, V14.3, LS5, LS6, LS8, LS9)**.

CS2.20). Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.6.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6, LS8**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V4.5, V13.1, V13.4, V14.3, LS5, LS6, LS8, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG6.6.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles”, as in other themes (**V3.2, V4.5, V13.1, V13.4, V14.3, LS5, LS6, LS8**).

ENG6.6.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG6.6.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher’s feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG6.6.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students’ interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG6.6.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V4.5, V13.1, V13.4, V14.3, LS5, LS6, LS8, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.6.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG6.6.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles" (**V3.2, V3.4, V4.5, V13.1, V13.4, V14.3, LS5, LS6, LS8**).

ENG6.6.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG6.6.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG6.6.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles" (**SELS2.2, SELS3.2, V4.2, V4.5, V13.1, V13.4, V14.3, LS5, LS6, LS8, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG6.6.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques

are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in the world and culture” and its components such as “life in the world and culture with personal habits and routines for food; different local and international food types and cooking styles” (**V3.4, V4.2, V4.5, V13.1, V13.4, V14.3, LS4, LS5, LS6, LS8, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.6.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION

Expansion

Objective: To practise different types of food and cooking styles in English by using the target vocabulary and the target grammar.

Activity 1: Creative Recipe Project

The teacher enters the classroom with a different selection of food items. She/He forms groups of students and asks each student in the group to choose an item from the bag. Each student places their chosen item on their desk. The teacher then gives them a few minutes to imagine and create a food recipe using the items on the table. The groups try to create different recipes, including a variety of cooking styles. They read their recipes aloud and are asked to record the recipe at home. They share their videos online and give feedback to each other by commenting. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To ask and answer about different types of food for probability and deduction in English by using the target vocabulary and the target grammar.

Activity 1: Guess the Food

The teacher enters the classroom with a bag full of food. She/He forms groups of students and asks one student from each group to put on a blindfold. The teacher moves around the classroom and asks the blindfolded student to choose a food item (real or toy) from the bag. The student tries to guess what the food item is by feeling and touching it. Then, she/he asks questions about the food item to the other students in the group (e.g. “What type of food is it?” “Is it sour, bitter, or sweet?”). The students in the group answer the questions and provide some clues (e.g. “It could be part of a healthy diet”). The blindfolded student continues asking questions until she/he correctly guesses the name of the item. Another student in the group is chosen to be blindfolded, and the activity continues until all the students in the group have guessed the food. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 7: LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: natural disasters and their harms on animals and nature; natural disasters and their harms on humans

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

CLASS HOURS 27

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.7.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” carefully.

- a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) Students make predictions about the current content on “life in nature and global problems” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.7.L2. Students can bring information about the current content on “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” together through significant details and main components while listening (to)/watching it.

- a) Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.6.7.L3. Students can make meaning of/derive meaning from the current content on “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” through significant details by listening (to)/watching it carefully.

- a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.7.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans”.

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

ENG.6.7.P1. Students can select and use the target phonological elements of the current content about “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.6.7.R1. Students can get ready for the reading-comprehension process about the current content on “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students making significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.7.R2. Students can bring information about the current content on “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.7.R3. Students can make meaning of / derive meaning from the current content about “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*

- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.7.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.7.V1. Students can select and use the target vocabulary of the current content about “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening(to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening(to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.7.G1. Students can select and use the target grammatical elements of the current content about “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.7.W1. Students can get ready for the writing-expression process about the current content on “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.7.W2. Students can understand the model/example for the writing task about the current content on “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.6.7.W3. Students can organise a content for the assigned writing task on the current content “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.7.W4. Students can individually construct/form content for the assigned writing task on the current content “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.7.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.7.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.7.S1. Students can get ready for speaking-expression process about the current content on “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.7.S2. Students can use the model/example for producing verbal content about the current content on “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.7.S3. Students can organise a new verbal content on “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*

- b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.7.S4. Students can construct a new verbal content on “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” by speaking accurately, efficiently, and authentically.

- a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.7.S5. Students can reorganise (reconstruct) and use information about the “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” to communicate with other people.

- a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.7.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: Natural disasters and their harms on animals and nature; natural disasters and their harms on humans

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for natural disasters and their harms on animals and nature:

Nouns: Alternative fuel, biofuel, biome, blizzard, a contaminant, carbon, carbon dioxide, carbon footprint, a clean-up, a climate crisis, climate strike, a conservation area, consumption, destruction, deforestation, drought, ecology, ecosystem, emergency services, erosion, an eruption, energy-saving, an environmentalist, a flame, floodwater, fossil fuel, a green belt, greenhouse gas, a landfill, a landslide, lava, oxygen, polluter, protection, a reserve, a rig, a slide, species, a shock, a tank, thunderstorm, tsunami, typhoon, a wound. Verbs: To collapse, to dig, to disturb, to dump, to erupt, to generate, to melt, to reserve, to slide, to wound, to starve, to shock. Adjectives: Absolute, adequate, apparent, eco-friendly, harmful, hydroelectric, non-renewable, universal, urgent, solar, sustainable, volcanic.

Vocabulary for natural disasters and their harms on humans:

Nouns: A lung, a rescue, a rescuer, a shelter, a soul, a threat, climate change, a tsunami, a cyclone (tornado, hurricane-AmE), an avalanche, a landslide, displacement, shock, homelessness, a survivor, a tragedy, famine, immigration, a refugee, a human right. Verbs: To harm, to maintain, to rescue, to arise, to urge, to starve, to emigrate. Adjectives: Alarmed, at-risk, catastrophic, deadly, desperate, harmless, homeless, high-risk, low-risk, risky, severe, uninhabitable, destructive.

Target Grammatical Structures in Use:

-Relative Pronouns used with Relative clauses (which, who, that)(defining and non-defining): (The species that live in the rainforest are in danger due to deforestation. The rainforest, which is home to countless species, is being cut down at an alarming rate).

Functions of the Grammatical Structures in Use:

-Relative Pronouns used with Relative Clauses: (which, who, that)(defining and non-defining):

Use of Defining Relative Clauses (which, who, that): Referring to objects or things by providing essential information that identifies them.

Use of Non-defining Relative Clauses (which, who, that): Referring to objects or things by adding extra, non-essential information without changing the core meaning of the sentence.

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

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

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

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

Target Social Language in Use:

It feels like a fish out of water!

Planting a tree is just a drop in the ocean!

We should all go green and start using less plastic!

We're walking on thin ice by risking the future of our planet!

Target Phonological Sounds in Use:

q, r, s, t, u

Vowel: u: (/ju: /, /ʌ /, /ju: /, silent /u /).

Consonants: q: (/kju: /, /k /); r: (/ɑ: / (Br), silent /r / (Br), /a / (AmE), /ɹ / (AmE), silent /r / (Br)); s: (/s /, /ɛs /, /z /, silent /s /); t: (/ti: /, /t /, silent /t /).

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “life in nature and global problems” and its components such as “natural disasters and their harms on animals and nature; natural disasters and their harms on humans” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in nature and global problems” and its components such as “natural disasters and their harms on animals and nature; natural disasters and their harms on humans” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Natural disasters, animals, nature, humans, natural disasters’ harms, natural disasters’ harms on animals, natural disasters’ harms on nature, natural disasters’ harms on humans.

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

PERFORMANCE ASSIGNMENT: Students will create a digital or poster presentation about a natural disaster of their choice which focuses on its effects on both nature and humans. They will research how the disaster impacts animals and their habitats, as well as its consequences for human lives, such as displacement or loss of resources. Students will include visuals, such as photographs or drawings, and explain possible solutions to reduce the negative impacts of such disasters. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme is based on the students’ knowledge of “life in nature and global problems” and its components such as “natural disasters and their harms on animals and nature; natural disasters and their harms on humans”. As they are lower secondary school students in year 6 (six), they can know what “life in nature and global problems” and its components such as “natural disasters and their harms on animals and nature; natural disasters and their harms on humans” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about “life in nature and global problems” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "life in nature and global problems" and its components such as "natural disasters and their harms on animals and nature; natural disasters and their harms on humans". Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "life in nature and global problems". Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of "life in nature and global problems" and its components such as "natural disasters and their harms on animals and nature; natural disasters and their harms on humans" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme.

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

ENG6.7.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.2, V5.2, V5.3, V9.1, V9.2, V20.2, LS1, LS4, LS5, LS6, LS8, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about “life in nature and global problems” and the pictures, realia, etc. they can easily answer what the current theme will be “life in nature and global problems” and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, LS2, LS4, CS2.10, CS2.17)**.

ENG6.7.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “life in nature and global problems” shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the current theme “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V5.2, V5.3, V9.1, V9.2, V20.2, LS2, LS4, LS5, LS6, LS8, CS2.14, CS2.16.2)**.

ENG6.7.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans”, some realia brought into the classroom by the teacher could be used **(V5.2, V5.3, V9.1, V9.2, V20.2, LS5, LS6, LS8)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the

components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG6.7.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening–watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V1.3, V10.3)**.

ENG6.7.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “life in nature and global problems” and the words and/or word groups for “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V5.2, V5.3, V9.1, V9.2, V20.2, LS4, LS5, LS6, LS8, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans”, the students listen **(V5.2, V5.3, V9.1, V9.2, V20.2, CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” **(D2.3, D2.5, V3.3, V5.2, V5.3, V9.1, V9.2,**

V20.2, LS5, LS6, LS8). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS6, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG6.7.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG6.7.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content (**CS2.6, CS2.7**). In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story (**CS2.4**). By doing so, they will be able to understand the story/text in general using the main elements (**D3.2, D3.6, V3.3, V3.4, LS1**).

ENG6.7.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to

share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG6.7.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V1.3, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG6.7.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about "life in nature and global problems" (**CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme "life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their

harms on humans”, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V5.2, V5.3, V9.1, V9.2, V20.2, LS5, LS6, LS8, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme “life in nature and global problems” and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans”, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**D2.3, V5.2, V5.3, V9.1, V9.2, V20.2, LS5, LS6, LS8, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme “life in nature and global problems” are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**V5.2, V5.3, V9.1, V9.2, V20.2, LS5, LS6, LS8, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans” (**D3.2, D3.8, SELS2.2, V5.2, V5.3, V9.1, V9.2, V20.2, LS5, LS6, LS8**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary items in context (**D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V4.5, V5.2, V5.3, V7.2, V9.1, V9.2, V20.2, LS5, LS6, LS8, LS9, CS2.20**). Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.7.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V5.2, V5.3, V9.1, V9.2, V20.2, LS5, LS6, LS8, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG6.7.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans", as in other themes (**V3.2, V5.2, V5.3, V9.1, V9.2, V20.2, LS5, LS6, LS8**).

ENG6.7.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG6.7.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG6.7.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG6.7.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans" in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V5.2, V5.3, V9.1, V9.2, V20.2, LS5, LS6, LS8, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.7.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG6.7.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans" (**V3.2, V3.4, V5.2, V5.3, V9.1, V9.2, V20.2, LS5, LS6, LS8**).

ENG6.7.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG6.7.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG6.7.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans" (**SELS2.2, SELS3.2, V4.2, V5.2, V5.3, V9.1, V9.2, V20.2, LS5, LS6, LS8, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG6.7.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "life in nature and global problems" and its components such as "life in nature and global problems with natural disasters and their harms on animals and nature; natural disasters and their harms on humans" (**V3.4, V4.2, V5.2, V5.3, V9.1, V9.2, V20.2, LS4, LS5, LS6, LS8, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3**).

SELS3.3, V7.2, LS2, CS2.20). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.7.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION

Expansion

Objective: To talk about natural disasters, their causes and impacts in English by using target vocabulary and grammar (relative clauses).

Activity 1: Survivors' Stories

The teacher divides the class into small groups of 3-4 students. Each group represents a news team reporting on a natural disaster. The teacher hands each group a disaster event card with key information. (Example card: Type of disaster: Earthquake, Location: A small town in Japan, Cause: Movement of tectonic plates, Impacts: Buildings destroyed, people evacuated). Their task is to create a report using relative clauses to describe the disaster and its impact. Groups prepare "a short live report" describing the disaster. Each student must contribute at least one sentence using a relative clause. The teacher encourages groups to make the report dynamic and include target vocabulary. All groups present their news report. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about natural disasters, their causes and impacts in English by using target vocabulary and grammar (relative clauses).

Activity 1: Survivors' Stories

The teacher divides the class into small groups of 3-4 students. Each group represents a news team reporting on a natural disaster. The teacher hands each group a disaster event card with key information. The event cards are simplified, and they support students by providing sentence starters. ("The tsunami, which _____, caused...") Their task is to create a report using relative clauses to describe the disaster and its impact. Groups prepare a short "live report" describing the disaster. Each student must contribute at least one sentence using a relative clause. The teacher encourages groups to make the report dynamic and include key vocabulary. All groups present their news report. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 8: LIFE IN THE UNIVERSE & FUTURE

Sub-themes: Life in the universe; life in the future; space and technology

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

CLASS HOURS 27

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill.

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.8.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in the universe and future with life in the universe; life in the future; space and technology” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in the universe and future” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *ENG.1.2.PC4. Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.8.L2. Students can bring information about the current content on “life in the universe and future with life in the universe; life in the future; space and technology” together through significant details and main components while listening (to)/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.6.8.L3. Students can make meaning of/derive meaning from the current content on “life in the universe and future with life in the universe; life in the future; space and technology” through significant details by listening (to)/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.8.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the universe and future with life in the universe; life in the future; space and technology”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.6.8.P1. Students can select and use the target phonological elements of the current content about “life in the universe and future with life in the universe; life in the future; space and technology” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

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

ENG.6.8.R1. Students can get ready for the reading-comprehension process about the current content on “life in the universe and future with life in the universe; life in the future; space and technology”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students making significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.8.R2. Students can bring information about the current content on “life in the universe and future with life in the universe; life in the future; space and technology” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.8.R3. Students can make meaning of / derive meaning from the current content about “life in the universe and future with life in the universe; life in the future; space and technology” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.8.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the universe and future with life in the universe; life in the future; space and technology” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.8.V1. Students can select and use the target vocabulary of the current content about “life in the universe and future with life in the universe; life in the future; space and technology” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.8.G1. Students can select and use the target grammatical elements of the current content about “life in the universe and future with life in the universe; life in the future; space and technology” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*

- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.8.W1. Students can get ready for the writing-expression process about the current content on “life in the universe and future with life in the universe; life in the future; space and technology”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.8.W2. Students can understand the model/example for the writing task about the current content on “life in the universe and future with life in the universe; life in the future; space and technology”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.6.8.W3. Students can organise a content for the assigned writing task on the current content “life in the universe and future with life in the universe; life in the future; space and technology” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.8.W4. Students can individually construct/form content for the assigned writing task on the current content “life in the universe and future with life in the universe; life in the future; space and technology”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*

- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.8.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the universe and future with life in the universe; life in the future; space and technology” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.8.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the universe and future with life in the universe; life in the future; space and technology” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.8.S1. Students can get ready for speaking-expression process about the current content on “life in the universe and future with life in the universe; life in the future; space and technology”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.8.S2. Students can use the model/example for producing verbal content about the current content on “life in the universe and future with life in the universe; life in the future; space and technology”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.8.S3. Students can organise a new verbal content on “life in the universe and future with life in the universe; life in the future; space and technology” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*

- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.8.S4. Students can construct a new verbal content on “life in the universe and future with life in the universe; life in the future; space and technology” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.8.S5. Students can reorganise (reconstruct) and use information about the “life in the universe and future with life in the universe; life in the future; space and technology” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.8.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the universe and future with life in the universe; life in the future; space and technology” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN THE UNIVERSE & FUTURE

Sub-themes: life in the universe; life in the future; space and technology

Target Vocabulary in Use (with revisional vocabulary):

Nouns: An alien, an asteroid, an astronomer, astronomy, a creature, an estimate, an extreme, galaxy, an imagination, an observation, an orbit, a planet, a proof, a research, a scientist, species, a suspect, a try, a witness, an observer, duration, solar system, a telescope, universe. Verbs: To estimate, to launch, to orbit, to observe, to suspect, to witness, to navigate, to colonise, to transmit. Adjectives: Massive, cosmic, artificial. Vocabulary for space and technology:

Nouns: An aerospace, an astronaut, bioengineering, a capsule, an exploration, nanotechnology, an observation, a rocket, a satellite, a shadow, a spacecraft, a spaceship, a spaceman, a spacesuit, a spacewalk, a spacewoman, a take-off, a voyage, a wire. Verbs: To attempt, to explore, to navigate, to transplant, to stimulate, to exceed, to launch. Adjectives: Logical, realistic, reasonable, solar, abstract, sustainable, technological.

Target Grammatical Structures in Use:

- Zero Conditional: (If you update the software, your computer works better).
- Conditional 1: (If you update your phone, it will run better).

Functions of the Grammatical Structures in Use:

- Use of Zero Conditional: Describing general truths, facts, and habits and situations where the result always happens if the condition is met.
- Use of Conditional 1: Describing realistic situations in future that are likely to happen and/or cause-and-effect relationship between a condition and its probable outcome.

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

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

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

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

Target Social Language in Use:

The new space project will blast off next year!

This robot feels ahead of his time!

The electric car company is in the driver's seat of green technology!

The sky's the limit for technological developments!

Target Phonological Sounds in Use:

Consonants: v, w, x, y, z

Consonants: v: (/vi:/, /v/); w: (/w/, silent /w/); x: (/eks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /i:/); z: (/zed/ (Br), /zi:/ (AmE), /z/).

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “life in the universe and future” and its components such as “life in the universe; life in the future; space and technology” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in the universe and future” and its components such as “life in the universe; life in the future; space and technology” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Life, universe, life in the universe, future, life in the future, space, technology.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will write a short story called “Life in Space”. They will imagine living on another planet in the future and describe what life is like. They will write about how people travel in space, the technology they use, and what their homes look like. Students can also include ideas about what people eat and how they work or play. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “life in the universe and future” and its components such as “life in the universe; life in the future; space and technology”. As they are lower secondary school students in year 6 (six), they can know what “life in the universe and future” and its components such as “life in the universe; life in the future; space and technology” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about “life in the universe and future” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the universe and future” and its components such as “life in the universe; life in the future; space and technology”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the universe and future”. Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “life in the universe and future” and its components such as “life in the universe; life in the future; space and technology” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

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

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG6.8.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of the current content during the background recall session, students can have a vision of the current theme “life in the universe and future with life in the universe; life in the future; space and technology” as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V7.2, V11.1, LS1, LS4, LS5, LS6, LS8, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about “life in the universe and future” and the pictures, realia, etc. they can easily answer what the current theme will be “life in the universe and future” and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, LS2, LS4, CS2.10, CS2.17**).

ENG6.8.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about “life in the universe and future” shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the current theme “life in the universe and future with life in the universe; life in the future; space and technology” in it as a whole (**CS2.13**) without stopping the video at any point, so that the students can understand the theme holistically (**D3.2, SELS1.1, V3.3, V3.4, V7.2, V11.1, LS2, LS4, LS5, LS6, LS8, CS2.14, CS2.16.2**).

ENG6.8.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content on “life in the universe and future with life in the universe; life in the future; space and technology”, some realia brought into the classroom by the teacher could be used (**V7.2, V11.1, LS5, LS6, LS8**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme is mentioned in the introductory digital story, without stopping the video while the students watch the story (**CS2.6**). When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options (**CS2.5**). As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily (**CS2.1**). In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component (**CS2.8**). Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components (**D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4**).

To check whether the students understand the general topic of the theme and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students (**SELS2.2, V3.4, V4.2, LS1, LS4, LS6**). When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) (**SELS1.2,**

CS2.6, CS2.10). This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories (**D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12**).

ENG6.8.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening–watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V3.4**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V10.3**).

ENG6.8.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about “life in the universe and future” and the words and/or word groups for “life in the universe and future with life in the universe; life in the future; space and technology” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced (**V3.3, LS4, V7.2, V11.1, LS5, LS6, LS8, CS2.6**). She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes (**LS2, CS2.16.3**). The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both (**CS2.8**). To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers (**D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the “life in the universe and future with life in the universe; life in the future; space and technology”, the students listen (**CS2.9**); then the teacher says the target words/word groups and acts them out, the students repeat after her/him (**SELS2.1, CS2.14**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for “life in the universe and future with life in the universe; life in the future; space and technology” (**D2.3, D2.5, V3.3, V7.2, V11.1, LS5, LS6, LS8**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS6, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG6.8.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme (**CS2.8**). At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title (**SELS1.1, CS2.16.2**). She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later (**D3.2, D3.6, V3.4, CS2.10, CS2.12**).

ENG6.8.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content (**CS2.6, CS2.7**). In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story (**CS2.4**). By doing so, they will be able to understand the story/text in general using the main elements (**D3.2, D3.6, V3.3, V3.4, LS1**).

ENG6.8.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text (**SELS2.2**). One peer reads the first half of the text and the second peer reads the other half of the text in a given time (**CS2.6**). They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style (**D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9**). Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher (**CS2.14**). For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1**). From display to communicative open-ended, various types of questions are used to understand the meaning of the text (**SELS3.1, SELS3.2, CS2.6**). During this process students work collaboratively to exchange information, thoughts, and feelings (**D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8**).

ENG6.8.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**D2.3, D3.5, V1.3, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG6.8.V1.

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

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about "life in the universe and future" (**CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme "life in the universe and future with life in the universe; life in the future; space and technology", that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V7.2, V11.1, LS5, LS6, LS8, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme "life in the universe and future" and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.3, V3.4, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for "life in the universe and future with life in the universe; life in the future; space and technology", on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**D2.3, V7.2, V11.1, LS5, LS6, LS8, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme "life in the universe and future" are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures of “life in the universe and future with life in the universe; life in the future; space and technology”, and symbolic images for some categories about the components of the theme. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V7.2, V11.1, LS5, LS6, LS8, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme “life in the universe and future with life in the universe; life in the future; space and technology” **(D3.2, D3.8, SELS2.2, V7.2, V11.1, LS5, LS6, LS8)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items for the concept of “life in the universe and future with life in the universe; life in the future; space and technology”, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V7.2, V11.1, LS5, LS6, LS8, LS9, CS2.20)**. Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.8.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students’ attention to the target language chunks of the theme, the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students’ attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students’ identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher **(CS2.7)**. These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written

in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class **(SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2)**. Both the teacher and the class members give feedback to the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.3, V6.2, V10.3, LS6)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, "life in the universe and future with life in the universe; life in the future; space and technology", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.3, V7.2, V11.1, LS5, LS6, LS8, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG6.8.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "life in the universe and future with life in the universe; life in the future; space and technology", as in other themes **(V3.2, V7.2, V11.1, LS5, LS6, LS8)**.

ENG6.8.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling, and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG6.8.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG6.8.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG6.8.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme "life in the universe and future with life in the universe; life in the future; space and technology" in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V7.2, V11.1, LS5, LS6, LS8, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.8.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG6.8.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "life in the universe and future with life in the universe; life in the future; space and technology" (**V3.2, V3.4, V7.2, V11.1, LS5, LS6, LS8**).

ENG6.8.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG6.8.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13).**

ENG6.8.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in the universe and future with life in the universe; life in the future; space and technology” **(SELS2.2, SELS3.2, V4.2, V7.2, V11.1, LS5, LS6, LS8, CS2.20).** AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20).**

ENG6.8.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20).** Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14).** These new contents created are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in the universe and future” and its components such as “life in the universe and future with life in the universe; life in the future; space and technology” **(V3.4, V4.2, V7.2, V11.1, LS4, LS5, LS6, LS8, CS3.1, CS2.20).** AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20).** These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.8.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15).** Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2).** The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V1.3, V4.3, V6.2, V10.3, V20.4, LS1, LS6).**

DIFFERENTIATION

Expansion

Objective: To solve problems and make decisions related to a space mission in English by using the first conditional.

Activity 1: Space Mission: Decision Time

The teacher tells students they are part of a space crew heading to Mars. Along the way, they face several problems and must decide what to do using the first conditional. She/he divides the class into groups of 4-5 and assigns each student a role (commander, engineer, scientist) and asks them to write a problem. She asks each group to write the problems they would find on a problem card. (Example problem card: Problem: "The rocket is running out of fuel". Support Prompts: If we, we the mission. She/he asks them to write a solution to each problem as well. Example solution card: Solution: "We can find extra fuel. /Turn back to Earth"). Then, the teacher tells students that they have 3-5 minutes to write the solutions by using the first conditional. When the time is up each group shares their sentences with the class. All members must justify their suggestions using the first conditional. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To solve problems and make decisions related to a space mission in English by using the first conditional.

Activity 1: Space Mission: Decision Time

The teacher tells students they are part of a space crew heading to Mars. Along the way, they face several problems and must decide what to do using the first conditional. She/he divides the class into groups of 4-5 and assigns each student a role (commander, engineer, scientist) and provides each role with a problem card with simplified vocabulary and visuals. (Example problem card: Problem: "The rocket is running out of fuel". Support Prompts: If we, we the mission. Provide a choice of solutions on the card to guide responses. Example: "We can find extra fuel. /Turn back to Earth"). Then, the teacher tells students that they have 3-5 minutes to discuss solutions using the first conditional. When the time is up each group shares their decision with the class. All members must rewrite their suggestions using the first conditional. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



YEAR 7 (LEVEL: B2.2)

THEME 1: SCHOOL LIFE & EDUCATION

Sub-themes: Educational activities, competitions, and celebrations at school; school trips; national days and celebrations

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

CLASS HOURS 24

FIELD SKILLS AND SUPPORTIVE SKILLS

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

CONCEPTUAL SKILLS -

DISPOSITIONS

- D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values

- V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.1.L1. Students can prepare and get ready for listening (to)/watching about the current content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations”.

- a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.
- b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).
- c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.
- d) Students make rational predictions about the current content by looking at the supplementary visual elements provided.

ENG.7.1.L2. Students can bring together the information in the current content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations”.

- a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.
- b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.

ENG.7.1.L3. Students can make sense of and derive meaning from the current content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations”.

- a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.
- b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.
- c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.
- d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.
- e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.
- f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.
- g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.
- h) Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.

ENG.7.1.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.

- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.
- c) Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.

ENG.7.1.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.
- b) Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.
- c) Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.
- d) Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.
- e) Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.
- f) Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.

ENG.7.1.R1. Students can prepare for reading the content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” efficiently and effectively.

- a) Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.
- b) Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.
- c) Students make strong preliminary predictions about the current content based on explored and recognised relationships.
- d) Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.

ENG.7.1.R2. Students can bring information together about the current content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” through skimming, scanning and detailed reading.

- a) Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.
- b) Students scan the current content by reading it silently and quickly to find key and major components.

- c) Students read the current content again silently and carefully to examine any significant semantic and structural details.
- d) Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.

ENG.7.1.R3. Students can make sense of and derive meaning from the current content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations”.

- a) Students classify significant and necessary elements of the current content in a meaningful way.
- b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.
- c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.
- d) Students make meaningful inferences from information in the current content by examining it critically.
- e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.

ENG.7.1.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.

ENG.7.1.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.
- b) Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.
- c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.
- d) Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.

- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.7.1.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.7.1.W1. Students can prepare for writing efficiently and accurately based on the current content about “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations”.

- a) Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.
- b) Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.

ENG.7.1.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations”.

- a) Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.

ENG.7.1.W3. Students can construct new written content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” based on their understanding of the model(s) provided.

- a) Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.
- b) Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.
- c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.
- d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.
- e) Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.
- f) Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.

ENG.7.1.W4. Students can practise producing written content based on the current theme “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations”.

- a) Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.
- b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.
- c) Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.
- d) Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.

ENG.7.1.W5. Students can engage in the process of writing related to the content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations”.

- a) Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).
- b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.
- c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.

ENG.7.1.W6. Students can reconstruct their writing about the current theme on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” to communicate effectively about it.

- a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.

- b) Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.

ENG.7.1.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.
- c) Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.

ENG.7.1.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations”.

- a) Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.

ENG.7.1.S2. Students can analyse and understand the model content related to “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” to support the production of spoken language.

- a) Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.

ENG.7.1.S3. Students can produce meaningful and accurate spoken content related to the current theme on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations”.

- a) Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.
- b) Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.
- c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.
- d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.
- e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.
- f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.

ENG.7.1.S4. Students can construct meaningful spoken content about “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” through efficient and meaningful practice.

- a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.

- b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.
- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

ENG.7.1.S5. Students can reconstruct the information about “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.7.1.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

SCHOOL LIFE & EDUCATION

Sub-themes: "Educational activities, competitions, and celebrations at school trips; national days and celebrations"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for educational activities, competitions, and celebrations at school activities:

Nouns: Academic freedom, an applicant, a banner, joy, a playing field, pride, a prize giving, a register, a sponsor, approval, a torchlight, disappointment, a debate, a workshop, a procession, a contest. Verbs: To sponsor, to disappoint. Adjectives: Breathtaking, fascinated, curious, exhausting, passionate.

Vocabulary for school trips:

Nouns: Educational trips, sports-related trips, an expectation, an amusement park, a backpack (a rucksack-AmE), a cruise, a desk clerk, hillwalking, a lounge, a resort, a room service, a sunscreen, a travel agency, a travel agent, a bus lane, a deck, an e-ticket, a fare, an inspector, a rail, a terminal, a billboard, a crossroads, a mountain-bike, a pavement, a rowing boat, a boarding card.

Verbs: To inspire, to accommodate, to backpack, to immerse, to negotiate, to prioritise, to reschedule.

Adjectives: Adventurous, memorable, enjoyable, challenging, unforgettable, sandy.

Target Grammatical Structures in Use:

-Present Tenses used for Narration (The Simple Present Tense, The Present Progressive Tense, The Present Perfect Tense, The Present Perfect Progressive Tense): (The school hosts various competitions every year. We are staying in a resort this weekend for a memorable school trip. The teachers have taken the students to educational trips to museums this year. They have been visiting many museums happily since this morning, learning new things at each stop).

- "Is used to", "Get used to" (in all present tenses): (The new students are getting used to/have got used to/have been getting used to/the pressure of academic competitions).

- "Conjunctions (As soon as, still, so far, not only, whatsoever)": (So far, the students have been successful in all of their school competitions).

-Complex Question Tags: (The school has organised many competitions this year, hasn't it?)

Functions of the Grammatical Structures in Use:

-Use of Present Tenses for Narration (The Simple Present Tense, The Present Progressive Tense, The Present Perfect Tense, The Present Perfect Progressive Tense):

They are often used in narration to describe ongoing actions, habitual events, or past actions with relevance to the present.

-Use of "Is used to", "Get used to" in all Present Tenses: They are used to describe habits, routines, or the process of adjustment to something new.

-Use of "Conjunctions" (As soon as, still, so far, not only, whatsoever): Linking the actions or ideas.

-Use of "Complex Question Tags": Expressing verification or confirmation.

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

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

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

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural,

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

Target Social Language in Use:

Break time is over!

I'm first in the queue for lunch!

Can we have a golden time today as we worked hard on the science project?

We passed the test at last! We nailed it!

Target Phonological Sounds in Use:

-Intonation of positive statements.

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme "school life and education" and its components such as "educational activities, competitions, and celebrations at school; school trips; national days and celebrations" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "school life and education" and its components such as "educational activities, competitions, and celebrations at school; school trips; national days and celebrations" means but will not know how to say them in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Educational activities, competitions, celebrations, educational activities at school, competitions at school, celebrations at school, school trips, national days, national celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will work in pairs or small groups to create a digital or printed brochure displaying their ideal school event. The event will focus on one of the sub-themes: educational activities, competitions, celebrations, or school trips. Students will describe the purpose of the event, key activities, and how it benefits participants. They will include creative elements such as a slogan, a schedule, and visual designs. At the end of the work, students will present their brochures to the class, explaining why their event would be a great addition to school life, and answer questions from their peers. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "school life and education" and its components such as "educational activities, competitions, and celebrations at school; school trips; national days and celebrations". As they are lower secondary school students in year 7 (seven), they can know what "school life and education" and its components such as "educational activities, competitions, and celebrations at school; school trips; national days and celebrations" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with

them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 7 of lower secondary school, they can know some basic vocabulary about “school life and education” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “school life and education” and its components such as “educational activities, competitions, and celebrations at school; school trips; national days and celebrations”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “school life and education”. Their knowledge of the days of the week and holidays will help them learn and practise important national holidays such as “the Republic Day of Türkiye”. Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “school life and education” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/ online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG7.1. L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “school life and education”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “school life and education” to prepare themselves to work on guessing the topic of the current theme, “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” (**V1.2, V3.4, V4.2, V4.3, V19.1, V19.2, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG7.1.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” to identify the topic of the content and to answer the question “What is the whole content about?” (**D3.6, V1.2, V3.4, V4.2, V4.3, V19.1, V19.2, LS1, LS4, LS5, CS2.2**). They can realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title

of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG7.1.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) (**D3.2, V3.4**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session (**D3.2, LS2**). Students watch the digital introductory story and consolidate the identification of the target theme “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” as a whole (**CS2.13**) without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically (**D3.1, V1.2, V3.4, V4.2, V4.3, V19.1, V19.2, LS2, LS4, LS5**).

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme (**D3.7, V1.2, V3.4, V4.2, V4.3, V19.1, V19.2, LS5**). She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (and also the picture on the doublespread page of the potential/prospective coursebook) (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say

the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English (LS5). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG7.1.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” and that their guesses were correct **(D3.4, V3.3, V19.1, V19.2, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG7.1.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4, V19.1, V19.2)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target

utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG7.1.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme (**D3.7, D3.2, D3.6, V3.4, V19.1, V19.2, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the

components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations”, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, V19.1, V19.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. She/He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/ paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/phrase/ sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1,**

CS2.16.3). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the theme “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, V19.1, V19.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (LS4). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “educational activities, competitions, and celebrations at school; school trips; national days and celebrations; national and religious days, festivals, celebrations” using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, V19.1, V19.2, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture

she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG7.1.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (LS2). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences

with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.1.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG7.1.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: “educational activities, competitions, and celebrations at school; school trips; national days and celebrations; national and religious days, festivals, celebrations” (**D3.6, V1.2, V3.4, V4.2, V4.3, V19.1, V19.2, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/ watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG7.1.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target

words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) **(CS2.6)**. They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities **(V3.3, V6.2, LS1, CS2.4, CS2.6)**. They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what educational activities, competitions, and celebrations at school; school trips; national days and celebrations; national and religious days, festivals, celebrations mean from different perspectives to build their own understandings **(D3.6, D3.8, SELS3.1, V19.1, V19.2, CS2.13)**. The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process **(SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20)**. After this stage, they work on activities to connect their knowledge and skills they have acquired about “educational activities, competitions, and celebrations at school; school trips; national days and celebrations; national and religious days, festivals, celebrations” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(D3.5, SELS3.2, V3.4, V1.2, V3.4, V4.2, V4.3, V19.1, V19.2, LS1, LS5, LS6, CS2.13, CS2.14)**. In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading **(SELS3.3, V7.2, CS2.20)**.

ENG7.1.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process **(SELS1.3)**. They talk about them individually and then share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

ENG7.1.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” to make a link between what they know and what they are going to write about **(D3.2, SELS1.1, V19.1, V19.2, CS2.12)**. This includes examining all the audio/visual sources and elements provided for understanding the writing task **(V3.2, LS1, CS2.2)**.

ENG7.1.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given **(CS2.2)**. These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully **(V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to educational activities, competitions, and celebrations at school; school trips; national days and celebrations; national and religious days, festivals, celebrations, in their later free writing tasks **(D3.6, SELS1.2, V3.2, V19.1, V19.2, LS1)**.

ENG7.1.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG7.1.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V1.2, V3.4, V4.2, V4.3, V19.1, V19.2, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG7.1.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG7.1.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V1.2, V3.4, V4.2, V4.3, V19.1, V19.2, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.1.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them

individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG7.1.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG7.1.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V1.2, V3.4, V4.2, V4.3, V19.1, V19.2, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG7.1.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG7.1.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG7.1.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “school life and education with educational activities, competitions, and celebrations at school; school trips; national days and celebrations” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.1.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION**Expansion**

Objective: To talk about educational activities, competitions, and celebrations at school in English by using the target vocabulary and grammar for narration.

Activity 1: The School-Life Adventure

The teacher prepares a visual of a school-themed board game to display on the Smart Board with various school locations, e.g. the art room, the music room, and the sports field. The teacher prepares 4- 5 Challenge Cards for each square. The class is divided into 4-5 teams, and teams take turns to move across the board, completing challenges at different squares. In the beginning, the teacher asks a different question to each team, randomly, who pick a card and each card has a number of steps to move forward, e.g. 3 steps forward. The aim is to collect 3 “Achievement Badges” and reach the “Finish Line” first. When a team lands on a school location, the teacher presents a “Challenge Card” specific to that location, which also has a number of steps, so each team knows how many steps they should take. The team must complete the challenge by using the appropriate vocabulary and grammar, e.g. “Talk about how many books your team has read this term”. The team that successfully answers the challenges collects “Achievement Badges” and advances on the board. The teacher may also add “Surprise Challenges” along the path to add excitement and encouragement for teamwork. The winning team earns a “School Adventure Champion” badge. The teacher provides constructive feedback on students’ performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students write down one thing they did well and one thing they want to improve for next time. They also give a ‘stars’ rating (1-5) for their peer’s performance, followed by a short explanation: “I gave you 4 stars because your pronunciation is good, but you should give more details”. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about educational activities, competitions, and celebrations at school in English by using the target vocabulary and grammar for narration.

Activity 1: The School-Life Adventure

The teacher prepares a visual of a school-themed board game to display on the smartboard with various school locations, e.g. the art room, the music room, and the sports field. The teacher prepares 4- 5 “Challenge Cards” for each square. The class is divided into 4-5 teams, and teams take turns to move across the board, completing challenges at different squares. In the beginning, the teacher asks a different question to each team who randomly picks a card and each card has a number of steps to move forward, e.g. 3 steps forward. The aim is to collect 3 “Achievement Badges” and reach the “Finish Line” first. When a team lands on a school location, the teacher presents a Challenge Card specific to that location, which also has a number of steps, so each team knows how many steps they should take. The team must complete the challenge using the appropriate vocabulary and grammar, e.g. “Talk about how many books your team has read this term”. The students are provided with options to choose from. The team that successfully answers the challenges collects “Achievement Badges” and advances on the board. The teacher provides some help to start the sentences, e.g. “We are building.....”.

The teacher may also add “Surprise Challenges” along the path to add excitement and encouragement for teamwork. The winning team earns a “School Adventure Champion” badge. The teacher provides constructive feedback on students’ performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students complete the sentence beginning to reflect on one thing they did well and one thing they want to improve for next time. They also give a ‘stars’ rating (1-5) for their peer’s performance and a short explanation by completing sentence beginnings, e.g. “I gave you _____ because your _____ is good, but you should _____”. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 2: CLASSROOM LIFE & LEARNING

Sub-themes: Learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning

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

CLASS HOURS 24

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

CONCEPTUAL SKILLS -

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values	V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.2.L1. Students can prepare and get ready for listening (to)/watching about the current content on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.7.2.L2. Students can bring together the information in the current content on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.7.2.L3. Students can make sense of and derive meaning from the current content on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.7.2.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.7.2.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.7.2.R1. Students can prepare for reading the content on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.7.2.R2. Students can bring information together about the current content on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*

- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.7.2.R3. Students can make sense of and derive meaning from the current content on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.7.2.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.7.2.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*

- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.7.2.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.7.2.W1. Students can prepare for writing efficiently and accurately based on the current content about “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.7.2.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.7.2.W3. Students can construct new written content on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.7.2.W4. Students can practise producing written content based on the current theme “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.7.2.W5. Students can engage in the process of writing related to the content on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.7.2.W6. Students can reconstruct their writing about the current theme on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.7.2.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.7.2.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.7.2.S2. Students can analyse and understand the model content related to “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.7.2.S3. Students can produce meaningful and accurate spoken content related to the current theme on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*

- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.7.2.S4. Students can construct meaningful spoken content about “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.7.2.S5. Students can reconstruct the information about “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.7.2.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “classroom life and learning with learning difficulties and problems for teenagers, healthy classroom atmosphere for peaceful learning” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

CLASSROOM LIFE & LEARNING

Sub-themes: "Learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for learning difficulties and problems for teenagers:

Nouns: An accent, accuracy, a resolution, a revision, deadline, evaluation, an exposure, a component, motivation, anxiety, dyslexia, self-esteem, a special app, an awareness, a diary.

Verbs: To accomplish, to cope, to disappoint, to assess, to adapt, to overcome, to struggle, to interact, to submit. Adjectives: Skilled, complicated, challenging, distracted, engaging, motivated, overwhelmed, complex.

Vocabulary for a healthy classroom atmosphere for peaceful learning:

Nouns: Tension, enthusiasm, conflict, resolution, disagreement, expectation, participation, diversity, interaction, trust, motivation, a suggestion. Verbs: To demonstrate, to engage, to edit, to embrace, to enhance, to interact, to implement, to maintain, to motivate, to resolve, to regulate, to raise, to support, to observe, to mean, to simplify. Adjectives: Amusing, engaging, tone, motivated, maintaining, stunning, detailed, dramatic, humorous, suitable. Adverbs: Appropriately.

Target Grammatical Structures in Use:

- Passive Voice in Present Tenses: (An evaluation of the students' accuracy is conducted by the teacher).
- "Shall" for suggestions: (Shall we embrace more engaging activities to increase motivation and participation in the classroom?)
- "Causatives": To have something done: (The teacher has the classroom's tone regulated to reduce tension).

Functions of the Grammatical Structures in Use:

- Use of Passive Voice in Present Tenses: Describing actions, events, or processes where the focus is on the activity or outcome rather than the person performing the action.
- Use of "Shall" for suggestions: Proposing ideas or seeking agreement to make suggestions.
- Use of "Causatives": To have something done: Describing situations arranged for someone else to perform a task or service.

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

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

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

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

Target Social Language in Use:

That's a brilliant idea!

I'll back you up on this task!

Can we take a brain break?

Target Phonological Sounds in Use:

- Intonation of negative statements

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “classroom life and learning” and its components such as “learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “classroom life and learning” and its components such as “learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning” means but will not know how to say them in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Learning difficulties, problems, teenagers, learning difficulties for teenagers, problems for teenagers, healthy classroom atmosphere, peaceful learning, healthy classroom atmosphere for peaceful learning.

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

PERFORMANCE ASSIGNMENT: Students will prepare an action chart to explore the theme of classroom life by addressing the challenges teenagers face in learning and the elements that contribute to a healthy and peaceful classroom atmosphere. They will identify common learning difficulties and propose creative strategies to overcome these problems. Additionally, students will design a visual or written guide that promotes inclusivity, mutual respect, and effective communication in the classroom. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme is based on the students’ knowledge of “classroom life and learning” and its components such as “learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning”. As they are lower secondary school students in year 7 (seven), they can know what “classroom life and learning” and its components such as “learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 7 of lower secondary school, they can know some basic vocabulary about “classroom life and learning” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "classroom life and learning" and its components such as "learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning". Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "classroom life and learning". Therefore, a game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary such as "to learn, to understand, a task, an activity etc." and grammatical items such as "I do not understand this exercise. This activity is very difficult, etc." to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of "classroom life and learning" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/ rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/ online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection

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

ENG7.2. L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “classroom life and learning”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “classroom life and learning” to prepare themselves to work on guessing the topic of the current theme, “classroom life and learning with learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning” (**V3.2, V3.4, V9.2, V16.2, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG7.2.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “classroom life and learning with learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning” to identify the topic of the content and to answer the question “What is the whole content about?” (**D3.6, V3.2, V3.4, V9.2, V16.2, LS1, LS4, LS5, CS2.2**). They can realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG7.2.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) (**D3.2, V3.4**). The teacher asks the students to recall the work done with visuals (the

scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “classroom life and learning with learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning” as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V3.2, V3.4, V9.2, V16.2, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/ blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V3.2, V3.4, V9.2, V16.2, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story (and also the picture on the doublespread page of the potential/ prospective coursebook) **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG7.2.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme,

the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about “classroom life and learning with learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning” and that their guesses were correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS.2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG7.2.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “classroom life and learning with learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3**).

SELS2.2, V4.1, V12.1, V14.1, LS1, LS5). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG7.2.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme: learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “classroom life and learning with learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning”, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). She/He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then she/he asks them whether they understand the meaning of the part/ paragraph (**D3.8, SELS3.1**). She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the

story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the theme “classroom life and learning with learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (LS4). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning” using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG7.2.G1.**RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE):** Consciousness raising

- discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.2.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG7.2.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning" (**D3.6, V3.2, V3.4, V9.2, V16.2, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG7.2.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.2, V3.4, V9.2, V16.2, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG7.2.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG7.2.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “classroom life and learning with learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG7.2.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning, in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG7.2.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG7.2.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content

for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V3.2, V3.4, V9.2, V16.2, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG7.2.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG7.2.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V3.2, V3.4, V9.2, V16.2, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.2.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG7.2.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG7.2.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “classroom life and learning with learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.2, V3.4, V9.2, V16.2, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG7.2.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG7.2.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG7.2.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “classroom life and learning with learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.2.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a

whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about learning difficulties and problems for teenagers in English by using the target vocabulary and grammar.

Activity1: Mystery Classroom Scenarios

The teacher prepares Scenario Cards with classroom problems requiring action, e.g. "The classroom projector is broken" or "The whiteboard is too messy". The class is divided into teams of 4-5, and each team draws a scenario card. The teams discuss and decide on the best solution, using the target grammar, e.g. "We'll have the projector repaired immediately", or "The whiteboard is cleaned by the class leader every day". Teams share their solutions with the class, and the rest of the class asks follow-up questions. Each team earns a Solution Star for their every accurate use of the target grammar. The team with the most stars wins a "Classroom Hero" badge. The teacher provides constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students write down one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance, followed by a short explanation: "I gave you 4 stars because your pronunciation is good, but you should give more details". Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about learning difficulties and problems for teenagers in English by using the target vocabulary and grammar.

Activity 1: Mystery Classroom Scenarios

The teacher prepares Scenario Cards with classroom problems requiring action, e.g. "The classroom projector is broken" or "The whiteboard is too messy". The class is divided into teams of 4-5, and each team draws a scenario card. The teacher provides the teams with a Language Support Sheet that includes some example of the target grammar, a vocabulary list related to classroom items and actions, and some sentence starters, e.g. "We will have repaired immediately", "projector, whiteboard, cleaned, repaired", and "The is too messy. We will have it.... By". The teams discuss and decide on the best solution, using the target grammar, e.g. "We'll have the projector repaired immediately", or "The whiteboard is cleaned by the class leader every day". Teams share their solutions with the class, and the rest of the class asks follow-up questions. Each team earns a Solution Star for their every accurate use of the target grammar. The team with the most stars wins a "Classroom Hero" badge. The teacher provides constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students complete the sentence beginnings to reflect on one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance and a short explanation by completing sentence beginnings, e.g. "I gave you _____ because your _____ is good, but you should _____". Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 3: PERSONAL LIFE & WELL-BEING

Sub-themes: Advantages and disadvantages of social media; staying healthy and fit

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

CLASS HOURS 24

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

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

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.3.L1. Students can prepare and get ready for listening (to)/watching about the current content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit”.

- a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.7.3.L2. Students can bring together the information in the current content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit”.

- a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.7.3.L3. Students can make sense of and derive meaning from the current content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit”.

- a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.7.3.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” in relation to themselves or others, both individually and/or with others.

- a) Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*

- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.7.3.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.7.3.R1. Students can prepare for reading the content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.7.3.R2. Students can bring information together about the current content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” through skimming, scanning, and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*

- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.7.3.R3. Students can make sense of and derive meaning from the current content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.7.3.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.7.3.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*

- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.7.3.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately based on the current content about “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.7.3.W1. Students can prepare for writing efficiently and accurately based on the current content about “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.7.3.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.7.3.W3. Students can construct new written content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.7.3.W4. Students can practise producing written content based on the current theme “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.7.3.W5. Students can engage in the process of writing related to the content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.7.3.W6. Students can reconstruct their writing about the current theme on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*

- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.7.3.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.7.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.7.3.S2. Students can analyse and understand the model content related to “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.7.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.7.3.S4. Students can construct meaningful spoken content about “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*

- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.7.3.S5. Students can reconstruct the information about “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.7.3.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

PERSONAL LIFE & WELL-BEING

Sub-themes: “Advantages and disadvantages of social media; staying healthy and fit”

Target Vocabulary in use (with revisional vocabulary):

Vocabulary advantages and disadvantages of social media:

Nouns: An addiction, an awareness, a restriction, significance, concentration, an objective, privacy, interaction, feedback, concern, an adult. Verbs: To restrict, to exploit, to interact, to distract, to monitor, to concern, to ignore. Adjectives: Ridiculous, short-term, unfortunate, ethical, harmful, constant, distracting, beneficial, informed, sleepless, lonely.

Vocabulary for staying healthy and fit:

Nouns: A fitness centre, a heartbeat, self-care, a check-up, a cure, healthcare, a painkiller, a recovery, well-being, nutrition, hydration, portion, relaxation, wellness, a remedy, a treatment, an herb, a chemical. Verbs: To sweat, to cure, to recruit, to maintain, to motivate, to strengthen, to prioritise, to rely on, to adopt, to overuse, to reduce, to cause, to achieve. Adjectives: Athletic, beneficial, immune, overall, hydrated, nutritious, consistent, energetic, stressful, sustainable, appealing, sick, essential, cheerful, reliable.

Target Grammatical Structures in Use:

-Past tenses for Narration (The Simple Past Tense, The Past Progressive Tense, The Past Perfect Tense, The Past Perfect Progressive Tense): (My grandpa monitored his heartbeat last year because of his doctor’s warning. The advertisement company had been interacting with social media influencers for months).

-“Would” for Expressing Habits in the Past: (My dad would walk every morning to stay fit).

-“Was Used to” and “Got Used to” in all forms: (She got used to waking up early to do some gymnastics).

-Question Tags for Past Tenses: (She was going to get an email about healthcare updates, wasn’t she?).

Functions of the Grammatical Structures in Use:

-Use of Past Tenses for Narration (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Describing actions and events that happened in the past, giving details about their time, process, duration, and/or sequence.

-Use of “Would” for Expressing Habits in the Past: Describing repeated actions or habits that occur regularly in the past but they no longer happen.

-Use of “Was used to” and “Got used to” in all forms: Describing familiarity with actions and situations in the past and describing how people accustomed to something over time and also describing habitual actions or states in the past.

-Use of Question Tags: Expressing confirmation, agreement, and/or reassurance about statements, actions, and/or opinions.

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

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

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

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

Target Social Language in Use:

I need "a bit of me time" after a busy school day!
 If you're upset, don't bottle it up. Talk to your friends about it!
 Social media can really mess with your head!
 Fake news spread like wildfire on social media!

Target Phonological Sounds in Use:

- Intonation of questions and question tags.

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme "personal life and well-being" and its components such as "advantages and disadvantages of social media; staying healthy and fit" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "personal life and well-being" and its components such as "advantages and disadvantages of social media; staying healthy and fit" means but will not know how to say them in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Advantages, disadvantages, social media, advantages of social media, disadvantages of social media, health, fitness, staying healthy, staying fit.

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

PERFORMANCE ASSIGNMENT: Students will write a short dialogue between two friends who discuss the effects of social media on their health. One friend will talk about the advantages of social media such as learning new things and staying connected, while the other will mention disadvantages, such as spending too much time on a screen. They will also suggest ways to stay healthy. Students will practice their dialogue and then perform it in front of the class, using simple sentences and expressive acting. Then they will write a report in pairs on pros and cons of social media related to health. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme is based on the students' knowledge of "personal life and well-being" and its components such as "advantages and disadvantages of social media; staying healthy and fit". As they are lower secondary school students in year 7 (seven), they can know what "personal life and well-being" and its components such as "advantages and disadvantages of social media; staying healthy and fit" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 7 of lower secondary school, they can know some basic vocabulary about "personal life and well-being" and also some necessary structures in English from the previous themes and/

or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “personal life and well-being” and its components such as “advantages and disadvantages of social media; staying healthy and fit”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “personal life and well-being”. Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary such as “an illness, feeling good, to exercise, healthy food etc.” and grammatical items “You should exercise to be healthy. I eat healthy food to be fit” to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “personal life and well-being” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/ rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/ online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG7.3.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “personal life and well-being”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “personal life and well-being” to prepare themselves to work on guessing the topic of the current theme, “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” **(V10.2, V13.2, V13.3, V16.1, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG7.3.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V10.2, V13.2, V13.3, V16.1, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG7.3.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the

topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V10.2, V13.2, V13.3, V16.1, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V10.2, V13.2, V13.3, V16.1, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story (and also the picture on the doublespread page of the potential/prospective coursebook) **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG7.3.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” and that their guesses were correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS.2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG7.3.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct

pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG7.3.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme: advantages and disadvantages of social media; staying healthy and fit (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit”, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. She/He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/ paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/ sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in

the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the theme “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (LS4). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “advantages and disadvantages of social media; staying healthy and fit” using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG7.3.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising – discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he

asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.3.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG7.3.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "advantages and disadvantages of social media; staying healthy and fit" (**D3.6, V10.2, V13.2, V13.3, V16.1, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/ watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG7.3.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what advantages and disadvantages of social media; staying healthy and fit mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "advantages and disadvantages of social media; staying healthy and fit" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V10.2, V13.2, V13.3, V16.1, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG7.3.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG7.3.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG7.3.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to advantages and disadvantages of social media; staying healthy and fit, in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG7.3.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG7.3.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content

for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V10.2, V13.2, V13.3, V16.1, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG7.3.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG7.3.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V10.2, V13.2, V13.3, V16.1, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.3.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG7.3.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG7.3.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V10.2, V13.2, V13.3, V16.1, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG7.3.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG7.3.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG7.3.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “personal life and well-being with advantages and disadvantages of social media; staying healthy and fit” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.3.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION**Expansion**

Objective: To talk about past and present fitness habits in English by using the target vocabulary and the grammar.

Activity1: Fitness Habits Then and Now

The teacher shows a "Fitness Habits Chart" on the board with columns for "Past Habits" and "Present Habits", e.g. "Past Habit: People would walk to school every day / "Present Habit": Students are used to taking the bus". Students work in groups of 3-4 and receive a list of past habits, e.g. "Families used to cook meals together", which they must compare with related present habits, e.g. "Now, people are used to ordering food online". Groups present their comparisons using would and used to/got used to, e.g. "People would spend more time outdoors, but now they have got used to staying indoors and playing video games". Stars are awarded for accurate use of target structures, creativity, and participation. The team with the most stars wins the "Fitness Master Badge". The teacher provides constructive feedback on students' performances in terms of accurate and appropriate use of target vocabulary and grammar and their presentation. Students write down one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance, followed by a short explanation: "I gave you 4 stars because your pronunciation is good, but you should give more details." Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about past and present fitness habits in English by using the target vocabulary and the grammar.

Activity 1: Fitness Habits Then and Now

The teacher shows a "Fitness Habits Chart" on the board with columns for "Past Habits" and "Present Habits", e.g. "Past Habit: People would walk to school every day / "Present Habit": Students are used to taking the bus". Students work in groups of 3-4 and receive a list of past habits, e.g. "Families used to cook meals together", which they must compare with related present habits, e.g. "Now, people are used to ordering food online" by using the sentence starters to help them form their answers. Groups present their comparisons using would and used to/got used to, e.g. "People would spend more time outdoors, but now they have got used to staying indoors and playing video games" by looking at their notes if needed. Stars are awarded for accurate use of target structures, creativity, and participation. The team with the most stars wins the "Fitness Master Badge". The teacher provides constructive feedback on students' performances in terms of accurate and appropriate use of target vocabulary and grammar and their presentation. Students complete the sentence beginnings to reflect on one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance and a short explanation by completing sentence beginnings, e.g. "I gave you _____ because your _____ is good, but you should _____." Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 4: FAMILY LIFE & HOME

Sub-themes: Future houses; family members' plans (for the future)

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

CLASS HOURS 24

FIELD SKILLS AND SUPPORTIVE SKILLS

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

CONCEPTUAL SKILLS -

DISPOSITIONS

- D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values

V1. Justice, V2. Family Integrity, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.4.L1. Students can prepare and get ready for listening (to)/watching about the current content on “family life and home with future houses; family members’ plans (for the future)”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.7.4.L2. Students can bring together the information in the current content on “family life and home with future houses; family members’ plans (for the future)”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.7.4.L3. Students can make sense of and derive meaning from the current content on “family life and home with future houses; family members’ plans (for the future)”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.7.4.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “family life and home with future houses; family members’ plans (for the future)” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*

- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.7.4.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “family life and home with future houses; family members’ plans (for the future)” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.7.4.R1. Students can prepare for reading the content on “family life and home with future houses; family members’ plans (for the future)” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.7.4.R2. Students can bring information together about the current content on “family life and home with future houses; family members’ plans (for the future)” through skimming, scanning, and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*

- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.7.4.R3. Students can make sense of and derive meaning from the current content on “family life and home with future houses; family members’ plans (for the future)”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.7.4.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “family life and home with future houses; family members’ plans (for the future)” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.7.4.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “family life and home with future houses; family members’ plans (for the future)” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*

- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.7.4.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “family life and home with future houses; family members’ plans (for the future)”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.7.4.W1. Students can prepare for writing efficiently and accurately based on the current content about “family life and home with future houses; family members’ plans (for the future)”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.7.4.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “family life and home with future houses; family members’ plans (for the future)”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.7.4.W3. Students can construct new written content on “family life and home with future houses; family members’ plans (for the future)” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.7.4.W4. Students can practise producing written content based on the current theme “family life and home with future houses; family members’ plans (for the future)”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.7.4.W5. Students can engage in the process of writing related to the content on “family life and home with future houses; family members’ plans (for the future)”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.7.4.W6. Students can reconstruct their writing about the current theme on “family life and home with future houses; family members’ plans (for the future)” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.7.4.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “family life and home with future houses; family members’ plans (for the future)” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.7.4.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “family life and home with future houses; family members’ plans (for the future)”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.7.4.S2. Students can analyse and understand the model content related to “family life and home with future houses; family members’ plans (for the future)” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.7.4.S3. Students can produce meaningful and accurate spoken content related to the current theme on “family life and home with future houses; family members’ plans (for the future)”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.7.4.S4. Students can construct meaningful spoken content about “family life and home with future houses; family members’ plans (for the future)” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.7.4.S5. Students can reconstruct the information about “family life and home with future houses; family members’ plans (for the future)” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.7.4.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “family life and home with future houses; family members’ plans (for the future)” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

FAMILY LIFE & HOME

Sub-themes: "Future houses; family members' plans (for the future)"

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for future houses:

Nouns: Recognition, timing, a variation, housing, appliances, priority, household, innovation, panels, usage, ventilation, insulation. Verbs: To adapt, to automate, to reckon, to impress, to install, to innovate, to generate, to house, to integrate, to renovate, to optimise, to ensure. Adjectives: Energy-efficient, shocking, sophisticated, valid, extraordinary, impressed, sustainable, renewable, solar. Adverbs: Shortly, somehow, sometime, steadily, widely, automatically.

Vocabulary for family members' plans for the future (holidays etc):

Nouns: Finance, an expectation, a budget, a resort, bookings, preparation, preference, a bed and breakfast, a travel agency, a voyage. Verbs: To accommodate, to relieve, to negotiate, to budget, to reserve, to finalise. Adjectives: Relieved, affordable, weekly, detailed, memorable, excursion, all-inclusive. Adverbs: Altogether, slightly, effectively.

Target Grammatical Structures in Use:

-Passive Voice of Modals in Present (can, could, might, may, must, should) for daily speech: (The appliances can be automated easily. The holiday bookings could be finalised by tomorrow).

- "Comparative and Superlative Adjectives: (Energy-efficient houses are more sustainable than traditional ones. This resort is the most affordable option for a family holiday).

- "Same as", "the same": (This housing innovation is the same as the one introduced last year. This furniture in our new house is the same in our previous house).

- "As... as": (This holiday was just as memorable as our previous trip).

- "Like", "Alike", "Slightly": (The future houses look like something from a sci-fi film. The two resorts we considered look alike in terms of their amenities. This solar-powered device is slightly more expensive than the older model).

Functions of the Grammatical Structures in Use:

-Use of Passive Voice of Modals in Present (can, could, might, may, must, should) for Daily Speech: Describing possibilities, expressing necessity or obligation, making suggestions or giving advice by indicating uncertainty or speculation.

-Use of "Comparative and Superlative" Adjectives: Expressing degrees of differences or comparisons between (and among) people, things, thoughts, and ideas.

-Use of "Same as" and "the Same": Expressing similarity or equality between two or more people, things, thoughts, and ideas.

-Use of "as... as": Describing and emphasising the degree of similarity between two people, situations, and things.

-Use of like, alike, slightly: Expressing similarities and (small) differences between people, things, thoughts, and ideas.

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

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

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

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be

age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Social Language in Use:

What's the plan for tea tonight?

I'll take the rubbish out later!

I'll take care of the washing up!

We're starting a new chapter as a family by moving to another city!

Target Phonological Sounds in Use:

a, b, c, d, e

Vowels: a, e

Consonants: b, c, d

Vowels: a: (/æ/, /ae/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/); e: (/e/, /i:/, /ə/, silent /e/)

Consonant: b: (/b/), silent /b/); c: (/s/, /k/, /tʃ/, /z/, silent /c/); d: (/d/), silent /d/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme "family life and home" and its components such as "future houses; family members' plans for the future" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "family life and home" and its components such as "future houses; family members' plans for the future" means but will not know how to say them in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Future houses, houses, family members, plans, future, plans for the future, family members' plans, family members' plans for the future.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will create a project to show their ideas about holidays trips, and special family events. They can draw pictures and take photos to reveal where they want to travel and what activities they would like to do with their family. In their project, they will write short descriptions about their plans such as going to the beach, visiting a theme park, and/or hiking in the countryside. They can also use captions and cut-outs from magazines to make their display more colourful and interesting. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "family life and home" and its components such as "future houses; family members' plans for the future". As they are lower secondary school students in year 7 (seven), they can know what "family life and home" and its components such as "future houses; family members' plans for the future" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 7 of lower secondary school, they can know some basic vocabulary about “family life and home” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “family life and home” and its components such as “future houses; family members’ plans for the future”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “family life and home”. Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary such as “A family, family members, sibling, a family home etc.” and grammatical items such as “We have got a big family. My grandparent live in the country” to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “family life and home” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/ online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG7.4. L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “family life and home”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “family life and home” to prepare themselves to work on guessing the topic of the current theme, “family life and home with future houses; family members’ plans for the future” (**V2.4, V3.2, V12.3, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG7.4.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “family life and home with future houses; family members’ plans for the future” to identify the topic of the content and to answer the question “What is the whole content about?” (**D3.6, V2.4, V3.2, V12.3, LS1, LS4, LS5, CS2.2**). They can realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG7.4.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target “family life and home with future houses; family members’ plans for the future” as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V2.4, V3.2, V12.3, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V2.4, V3.2, V12.3, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story (and also the picture on the doublespread page of the potential/prospective coursebook) **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG7.4.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is “family life and home with future houses; family members’ plans for the future” and that their guesses were correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS.2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG7.4.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “family life and home with future houses; family members’ plans for the future”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct

pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG7.4.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme: future houses; family members' plans for the future **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary “family life and home with future houses; family members’ plans for the future”, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D3.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. She/He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/ paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the

story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the theme “family life and home with future*houses; family members’ plans for the future” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “future houses; family members’ plans for the future” using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG7.4.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he

asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.4.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG7.4.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "future houses; family members' plans for the future" (**D3.6, V2.4, V3.2, V12.3, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG7.4.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what future houses; family members' plans for the future mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "future houses; family members' plans for the future" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V2.4, V3.2, V12.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG7.4.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG7.4.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “family life and home with future houses; family members’ plans for the future” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG7.4.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to future houses; family members’ plans for the future, in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG7.4.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG7.4.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for

expressing themselves and communication with others (**SELS3.2, SELS3.3, V2.4, V3.2, V12.3, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG7.4.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG7.4.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V2.4, V3.2, V12.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.4.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG7.4.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG7.4.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “family life and home with future houses; family members’ plans for the future” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V2.4, V3.2, V12.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG7.4.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG7.4.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG7.4.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “family life and home with future houses; family members’ plans for the future” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.4.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION**Expansion**

Objective: To talk about future houses in English by using target vocabulary and target grammar.

Activity 1: The Future House Exhibition

The class is divided into small groups to design a future house by drawing and describing it with 5-10 sentences and by using comparative and superlative adjectives, e.g. "This house is more energy-efficient than the house we have now". Each group presents their future house to the class. The class listens carefully and asks questions using "the Passive Voice" about possible features, eg. "Could the house be built in space?" or "Should we consider a solar-powered system for the house?". The teacher collects all the drawings to exhibit on the class noticeboard for each student to check during the break. The teacher provides constructive feedback on students' performances in terms of accurate and suitable use of target vocabulary and grammar and their presentation. Students write down one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance, followed by a short explanation: "I gave you 4 stars because your pronunciation is good, but you should give more details". Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about future houses and family members' plans in English by using target vocabulary and target grammar.

Activity 1: The Future House Exhibition

The class is divided into small groups to design a future house by drawing and describing it with 5-10 sentences and by using "Comparative and superlative Adjectives", e.g. "This house is more energy-efficient than the house we have now". The teacher provides a list of sentence starters for comparison, e.g. "This house is _____ than that one" or "This house is slightly _____". Each group presents their future house to the class. The class listens carefully and chooses a question from the question list to ask using the passive voice about possible features, e.g. "Could the house be built in space?" or "Should we consider a solar-powered system for the house?". The teacher collects all the drawings to exhibit on the class board for each student to check during the break. The teacher provides constructive feedback on students' performances in terms of accurate and suitable use of target vocabulary and grammar and their presentation. Students complete the sentence beginnings to reflect on one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance and a short explanation by completing sentence beginnings, e.g. "I gave you _____ because your _____ is good."

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 5: LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

Sub-themes: Helping people in need in the neighbourhood and the city; technology in cities and rural areas

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

CLASS HOURS 24

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.5.L1. Students can prepare and get ready for listening (to)/watching about the current content on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.7.5.L2. Students can bring together the information in the current content on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.7.5.L3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.7.5.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.7.5.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.7.5.R1. Students can prepare for reading the content on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.7.5.R2. Students can bring information together about the current content on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.7.5.R3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.7.5.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.7.5.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*

- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.7.5.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.7.5.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.7.5.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.7.5.W3. Students can construct new written content on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.7.5.W4. Students can practise producing written content based on the current theme “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.7.5.W5. Students can engage in the process of writing related to the content on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.7.5.W6. Students can reconstruct their writing about the current theme on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.7.5.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.7.5.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.7.5.S2. Students can analyse and understand the model content related to “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.7.5.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*

- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.7.5.S4. Students can construct meaningful spoken content about “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.7.5.S5. Students can reconstruct the information about “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.7.5.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

Sub-themes: “Helping people in need in the neighbourhood and the city technology in cities and rural areas

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for helping people in need in the neighbourhood and the city:

Nouns: A fundraiser, a homeless shelter, a foundation, an ambulance, a mayor, a disability, a donation, a concern, assistance, relief, partnership, crisis, initiatives, voluntary work. Verbs: To provide support, to step in, to take action, to raise awareness, to concern, to struggle, to distribute. Adjectives: Homeless, empathetic, compassionate, inclusive, rewarding, proud.

Vocabulary for technology in cities and rural areas:

Nouns: A solar panel, a drone, sustainability, transportation, public Wi-Fi, a screening, infrastructure, innovation, urban, workplace, coverage, approach. Verbs: To install, to monitor, to improve, to enhance, to implement, to transform, to integrate, to adapt, to approach. Adjectives: Rural, technological, innovative, sustainable, efficient.

Target Grammatical Structures in Use:

-Passive Voice in the Past Tenses (for Narration and daily Conversations): (A disability movement was introduced by the mayor of the city).

-Active Causative (to have someone do something (V1)): We have the charity organisation distribute the food to homeless people.

-Passive Causative (to have something done (Past Participle-V3) by someone): (We had the food distributed to the homeless (by the charity)).

-Be able to (in the Past and Present Perfect Tense): (I was able to escape from the fire last year. I haven't been able to see her in the hospital since the accident).

Functions of the Grammatical Structures in Use:

-Use of Passive Voice in the Past Tenses (for Narration and Daily Conversations): Describing actions or events in the past where the focus is on the outcome or what happened, rather than who performed the action.

-Use of Active Causatives (to have someone do something): Describing situations where someone arranges or causes another person to do something for them.

-Use of Passive Causatives (to have something done): Expressing that a person arranges for something to be done. The focus is on the action or result, not on who does it.

-Use of “Be Able to” (in the Past and Present Perfect Tense): Describing ability for completed actions and continuation or the result of this ability over time.

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

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

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

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

Target Social Language in Use:

Check this out!

The family fell on hard times when their father lost his job!

They are poor so they try to make ends meet!

The charity is feeding the hungry and caring for them.

Target Phonological Sounds in Use:

f, g, h, i, j, k

Vowels: i: (/aɪ/, /ɪ/, /i:/)

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

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “life in the neighbourhood, city, and social life” and its components such as “helping people in need in the neighbourhood and the city; technology in cities and rural areas” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in the neighbourhood, city, and social life” and its components such as “helping people in need in the neighbourhood and the city; technology in cities and rural areas” means but will not know how to say them in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Helping, people in need, neighbourhood, city, helping people in need in the neighbourhood, helping people in need in the city, technology, cities, rural areas, technology in cities, technology in rural areas.

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

PERFORMANCE ASSIGNMENT: Students will write a short magazine article about the role of technology in the life of the neighbourhood and/or city. They will start searching how technology is changing life in both cities and rural areas. After gathering information, they will write an article for the school magazine that covers these two topics. The articles may include photographs, quotes, and examples. Finally, they will present their articles to the class or publish them on the online school blog or magazine (that they can arrange). The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme is based on the students’ knowledge of “life in the neighbourhood, city, and social life” and its components such as “helping people in need in the neighbourhood and the city; technology in cities and rural areas”. As they are lower secondary school students in year 7 (seven), they can know what “life in the neighbourhood, city, and social life” and its components such as “helping people in need in the neighbourhood and the city; technology in cities and rural areas” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 7 of lower secondary school, they can know some basic vocabulary about “life

in the neighbourhood, city, and social life” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the neighbourhood, city, and social life” and its components such as “helping people in need in the neighbourhood and the city; technology in cities and rural areas”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the neighbourhood, city, and social life”. Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary such as “sightseeing place, museums, parks, to entertain etc.” and grammatical items such as “We are visiting the museum now. They are going to have a school trip to the museum” to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “life in the neighbourhood, city, and social life” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher. They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/ rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/ online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG7.5. L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “life in the neighbourhood, city, and social life”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “life in the neighbourhood, city, and social life” to prepare themselves to work on guessing the topic of the current theme, “life in the neighbourhood, city, and social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” **(V9.1, V9.2, V20.1, V20.2, V20.3, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG7.5.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in the neighbourhood, city, and social life” to prepare themselves to work on guessing the topic of the current theme, “life in the neighbourhood, city, and social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V9.1, V9.2, V20.1, V20.2, V20.3, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG7.5.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) (**D3.2, V3.4**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session (**D3.2, LS2**). Students watch the digital introductory story and consolidate the identification of the target theme “life in the neighbourhood, city, and social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” as a whole (**CS2.13**) without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically (**D3.1, V9.1, V9.2, V20.1, V20.2, V20.3, LS2, LS4, LS5**).

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme (**D3.7, V9.1, V9.2, V20.1, V20.2, V20.3, LS5**). She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (and also the picture on the doublespread page of the potential/prospective coursebook) (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG7.5.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about “life in the neighbourhood, city, and social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” and that their guesses were correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG7.5.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in the neighbourhood, city, and social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6**,

D2.3, SELS3.1, V4.1, V5.1, LS2, LS5). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG7.5.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme: helping people in need in the neighbourhood and the city; technology in cities and rural areas (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this

way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “life in the neighbourhood, city, and social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas”, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). She/He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then she/he asks them whether they understand the meaning of the part/ paragraph (**D3.8, SELS3.1**). She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided

(D3.2, D3.6, V3.3, LS5, CS2.5). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the theme “life in the neighbourhood, city, and social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues **(D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8)**. So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials **(D2.5, SELS2.1, V3.4, V4.2, V4.4)**. They can be done with real pictures on the white/blackboard if there is a problem with technology **(LS4)**. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “helping people in need in the neighbourhood and the city; technology in cities and rural areas” using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme **(D2.3, SELS1.2)**. Then students say several things about the items in the picture **(D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20)**. The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her **(D3.9, D3.10, SELS2.2, V3.4, CS3.3)**. When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation **(D3.6, D3.7, CS2.5)**. The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions **(D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20)**. Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG7.5.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising – discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.5.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG7.5.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "helping people in need in the neighbourhood and the city; technology in cities and rural areas" (**D3.6, V9.1, V9.2, V20.1, V20.2, V20.3, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG7.5.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what helping people in need in the neighbourhood and the city; technology in cities and rural areas mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "helping people in need in the neighbourhood and the city; technology in cities and rural areas" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V9.1, V9.2, V20.1, V20.2, V20.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG7.5.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG7.5.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “life in the neighbourhood, city, and social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG7.5.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to helping people in need in the neighbourhood and the city; technology in cities and rural areas, in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG7.5.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG7.5.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content

for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V9.1, V9.2, V20.1, V20.2, V20.3, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG7.5.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG7.5.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V9.1, V9.2, V20.1, V20.2, V20.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.5.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG7.5.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG7.5.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “life in the neighbourhood, city, and social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V9.1, V9.2, V20.1, V20.2, V20.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG7.5.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG7.5.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG7.5.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “life in the neighbourhood, city, and social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.5.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION**Expansion**

Objective: To talk about different services to help people in need in English by using the target vocabulary and grammar.

Activity 1: The Community Help Fair

The teacher tells students that their town is hosting “a community helping fair”, and they are in charge of organising stalls offering different services to help people in need. She/He divides students into small groups of 4–5 students. Each group will manage a “stall” at the fair. Each group is assigned a specific type of neighbourhood assistance. (Food Distribution Stall: Delivering groceries or meals to families. Repair and Maintenance Stall: Fixing or painting houses. Clothing Collection Stall: Collecting and distributing clothes). Groups discuss and plan the services their stall will provide and design a poster or flyer for their stall using phrases in the target grammar to describe their services. The teacher lets students visit each stall by rotating around the room; students role-play as neighbours requesting help from each stall, while stall members respond by using the target grammar. Students give feedback to their friends by commenting on their work in terms of the accuracy and fluency of their language, and creativity, design, and planning. They also reflect on their own learning process by sharing their ideas and feelings related to the activity. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about different services to help people in need in English by using the target vocabulary and grammar.

Activity 1: The Community Help Fair

The teacher tells students that their town is hosting a community helping fair, and they are in charge of organising stalls offering different services to help people in need. She/He divides students into small groups of 4–5 students. Each group will manage a “stall” at the fair. Simplified stalls with fewer services are offered to discuss. (A stall offering only one service, like delivering food) Groups plan the services their stall will provide and design a poster or flyer for their stall using phrases in the causative to describe their services. The teacher provides sentence starters for planning and presenting. (“We had _____ prepared by _____”). The teacher lets students visit each stall by rotating around the room; students role-play as neighbours requesting help from each stall, while stall members respond by using the target grammar. Students give feedback to their friends by commenting on their work in terms of accuracy or fluency of their language, and creativity, design, and planning. Students also reflect on their own learning process by sharing their ideas and feelings related to the activity. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 6: LIFE IN THE WORLD & CULTURE

Sub-themes: Healthy food and unhealthy food in the world (ecological food) and international events

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

CLASS HOURS 24

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.6.L1. Students can prepare and get ready for listening (to)/watching about the current content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.7.6.L2. Students can bring together the information in the current content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.7.6.L3. Students can make sense of and derive meaning from the current content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.7.6.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.7.6.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.7.6.R1. Students can prepare for reading the content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.7.6.R2. Students can bring information together about the current content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*

- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.7.6.R3. Students can make sense of and derive meaning from the current content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.7.6.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.7.6.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watching the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*

- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.7.6.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identifies and those exemplified by the teacher or materials though careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target ‘grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.7.6.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*

- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.7.6.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.7.6.W3. Students can construct new written content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.7.6.W4. Students can practise producing written content based on the current theme “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriated to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriated ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.7.6.W5. Students can engage in the process of writing related to the content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*

- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.7.6.W6. Students can reconstruct their writing about the current theme on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.7.6.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.7.6.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.7.6.S2. Students can analyse and understand the model content related to “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.7.6.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*

- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.7.6.S4. Students can construct meaningful spoken content about “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.7.6.S5. Students can reconstruct the information about “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.7.6.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international events” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE WORLD & CULTURE

Sub-themes: “Healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events”

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for healthy food and unhealthy food in the world (ecological food);

Nouns: A balanced diet, consumption, protein, organic food, fibre-rich food, processed meats, nutrition, junk food, trans fats, agriculture, organic farming, greenhouse, compost, crops, a tournament, an initiative, diversity, a sponsor, significance, concern, recognition, fresh herbs, archery. Verbs: To overeat, to snack, to broadcast, to reduce, to contain, to consume. Adjectives: Pesticide-free, sporting, awareness, sustainable, incredible.

Vocabulary for cultural diversity and international sports, films and musical events:

Nouns: A medal, a firework, a multicultural society, a cultural exchange, a cultural diversity, sports fans, a world champion, a winning team, a sports tournament, globalisation, screenings, unity, a participant, a planet, additives. Verbs: To unite, to inspire, to preserve, to embrace, to promote, to glance. Adjectives: Artistic, representative, upcoming, proud.

Target Grammatical Structures in Use:

- “Passive Voice in Future Tenses: (The new TV series will be broadcasted next month on a national TV channel).
- The Future Progressive Tense: (She will be living in a multicultural society this time next year).
- “Will get used to”: (Her parents will get used to having a balanced diet soon).
- Complex Question Tags: (She will be attending a sports tournament next week, won’t she?)

Functions of Target Language Grammar in Use:

- Use of Passive Voice for Future Tenses: Describing future events or actions where the focus is on the outcome or the object of the action rather than the person or entity performing it.
- Use of the Future Progressive Tense: Describing actions or events that will be happening at a particular time in the future that emphasise ongoing activity or progression.
- Use of “Will get used to”: Expressing how someone will adapt or become accustomed to new habits, situations, or environments over time in the future.
- Use of Complex Question Tags: Confirming information, checking understanding, and/or seeking agreement in complex sentence structures or with varying verb forms and auxiliaries.

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

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

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

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

Target Social Language in Use:

The sports event went viral as one of the best of the year!

The concert was a feast for the senses!

You are what you eat!

An apple a day keeps the doctor away!

Target Phonological Sounds in Use:

Vowel: o

Consonants: l, m, n, (ng), p

Vowel: o: (/əʊ/, /ɒ/, /æʊ/)

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

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “life in the world and culture” and its components such as “healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in the world and culture” and its components such as “healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events” means but will not know how to say them in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Healthy food, unhealthy food, ecological food, healthy food in the world, unhealthy food in the world, ecological food in the world, sports events, film events, musical events, international sports events, international film events, international musical events.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will create a travel diary titled “A Healthy Journey Around the World”. They will imagine visiting three different countries including Türkiye at first, to learn about the food, sports, and music there. For each country, they will write a short paragraph describing one healthy and one traditional food, a popular sport, and a cultural event like a music festival or film event. Students will include simple sentences, colourful drawings, and the name of each country. When they complete, they will share their travel diaries with the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “life in the world and culture” and its components such as “healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events”. As they are lower secondary school students in year 7 (seven), they can know what “life in the world and culture” and its components such as “healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 7 of lower secondary school, they can know some basic vocabulary about “life in the world and culture” and also some necessary structures in English from the previous themes and/or

years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the world and culture” and its components such as “healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events”. Recalling and practising with relevant vocabulary such as “vegetables, fruit, eggs, to exercise, to keep healthy” and grammatical items such as “I always eat healthy food” in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the world and culture”. Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “life in the world and culture” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher. They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/ rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/ online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG7.6. L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “life in the world and culture”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “life in the world and culture” to prepare themselves to work on guessing the topic of the current theme, “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events” **(V4.5, V13.1, V13.4, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG7.6.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events” to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V4.5, V13.1, V13.4, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/ watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG7.6.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events” as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V4.5, V13.1, V13.4, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V4.5, V13.1, V13.4, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story (and also the picture on the doublespread page of the potential/prospective coursebook) **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG7.6.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events” and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, LS5, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG7.6.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6,**

D2.3, SELS3.1, V4.1, V5.1, LS2, LS5). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG7.6.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme: healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the

text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events”, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4, LS5)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. She/He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/ paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/phrase/ sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the theme “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events” using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students

reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG7.6.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (LS2). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the

teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.6.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG7.6.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events" (**D3.6, V4.5, V13.1, V13.4, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG7.6.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After

this stage, they work on activities to connect their knowledge and skills they have acquired about “healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V4.5, V13.1, V13.4, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG7.6.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG7.6.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG7.6.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events, in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG7.6.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG7.6.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V4.5, V13.1, V13.4, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG7.6.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG7.6.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V4.5, V13.1, V13.4, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.6.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG7.6.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG7.6.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V4.5, V13.1, V13.4, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG7.6.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG7.6.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG7.6.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “life in the world and culture with healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or

other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.6.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To discuss plans and predictions related to sports, films, and musical events in English by using the target vocabulary and grammar.

Activity 1: Future Newsroom: What Will Happen Next?

The teacher tells students they are journalists preparing a news broadcast about future events in sports, films, and music. She/he divides the class into small groups of 4-5 students and assigns roles. (The reporter presents the news to the class, the researcher finds information from the event card, the writer forms sentences in the passive voice, and the editor checks the grammar before the presentation). Each group receives an event card with details about an upcoming event. (Film title, release date, director, expected awards, the task). Students work in groups within the given time and groups take turns presenting their “news broadcast” using the target grammar. After the presentation students share how they felt working as a journalist. Follow-Up: Student groups research an upcoming event (sports match, film premiere and/or concert) and record themselves presenting it by using at least three sentences in the target grammar. They upload it and their friends give their feedback online with their likes and comments. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To discuss plans and predictions related to sports, films, and musical events in English by using the target vocabulary and target grammar.

Activity 1: Future Newsroom: What Will Happen Next?

The teacher tells students they are journalists preparing a news broadcast about future events in sports, films, and music. She/he divides the class into small groups of 4-5 students and assigns roles. Each group receives a simplified event card with details about an upcoming event. Sentence starters and prompts are provided by the teacher. (“The match will be _____ by_____”. “The film will be _____ next week”). Groups take turns presenting their “news broadcast” by using the target grammar. After the presentation, students share how they felt working as a journalist. Follow-Up: Student groups research an upcoming event (sports match, film premiere, or concert) and record themselves presenting it using at least three sentences in the target grammar. They upload it and their friends give their feedback online with their likes and comments. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 7: LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: Influence of technology on global issues (health); influence of technology on problems and solutions about nature

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

CLASS HOURS 24

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.7.L1. Students can prepare and get ready for listening (to watching about the current content on “life in nature and global problems”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.7.7.L2. Students can bring together the information in the current content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.7.7.L3. Students can make sense of and derive meaning from the current content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.7.7.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.7.7.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.7.7.R1. Students can prepare for reading the content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.7.7.R2. Students can bring information together about the current content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.7.7.R3. Students can make sense of and derive meaning from the current content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.7.7.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.7.7.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*

- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.7.7.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.7.7.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.7.7.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.7.7.W3. Students can construct new written content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.7.7.W4. Students can practise producing written content based on the current theme “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.7.7.W5. Students can engage in the process of writing related to the content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.7.7.W6. Students can reconstruct their writing about the current theme on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.7.7.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.7.7.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.7.7.S2. Students can analyse and understand the model content related to “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.7.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*

- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.7.7.S4. Students can construct meaningful spoken content about “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.7.7.S5. Students can reconstruct the information about “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.7.7.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: Influence of technology on global issues (health); influence of technology on problems and solutions about nature

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for the influence of technology on global issues (health):

Nouns: Emergency services, relief, an allergy, a cancer, coronavirus, a crisis, a germ, obesity, a pandemic, recovery, a suffering, an infection, artificial intelligence, a database, graphics, a microscope, radiation, radioactivity, healthcare, procedures, interaction, limitation, addiction, privacy, a research, a patient, an intervention, an exposure, to overhear. Verbs: To detect, to stretch, to collapse, to harm, to heal, to recover, to input, to scan, to conduct, to radiate, to advance, to contribute, to monitor, to tackle, to secure, to distract, to exploit.

Adjectives: Addicted, genetic, life-limiting, obese, severe, unconscious, virtual, machine-made, electromagnetic, technological, innovative, efficient, vital, secure, constant, critical, virtual, excessive.

Vocabulary for the influence of technology on problems and solutions about nature:

Nouns: An alternative fuel, biofuel, deforestation, carbon footprint, a polluter, commercial farming, protection, carbon, emission, conservation, harm, destruction, wastefulness, overproduction, contamination, a consequence, an advancement. Verbs: To absorb, to activate, to anticipate, to assure, to restore, to generate, to monitor, to capture, to harm, to threaten, to preserve, to ruin, to prevent, to benefit, to discover, to enable, to conduct. Adjectives: Genetically modified, hydroelectric, harmful, excessive, efficient, innovative, efficient, constant. Adverbs: Definitely.

Target Grammatical Structures in Use:

-Relative Pronouns used with Relative Clauses (whose, whom, where, when, which) (defining and non-defining): (The doctor, whose work focuses on radiation, helps improve healthcare. The assistant joined a project which aims to reduce obesity).

-Forming Nouns from Verbs with - ing (swim - swimming, play - playing): (Swimming is a good exercise for health).

Functions of Target Language Grammar in Use:

-Use of Relative Pronouns with Relative Clauses (whose, whom, where, when, which) (defining and non-defining): Giving information or extra information about the subject or object mentioned in a sentence.

-Use of nouns formed from verbs with - ing (swim - swimming, play - playing): Forming nouns from verbs with the -ing expresses actions, activities, and processes.

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

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

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

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

Target Social Language in Use:

Let's go green by using less plastic!

The writing on the wall is clear: we need to protect the environment!

Her new idea about protecting green areas is making waves!

An urgent step in the right direction with technology is needed!

Target Phonological Sounds in Use:

Vowel: u

Consonants: q, r, s, t

Vowel: u: (/ju:/, /ʌ/, /ju:/, silent /u/)

Consonants: q: (/kju:/, /k/); r: (/ɑ:/ (Br), silent /r/ (Br), /a/ (AmE), /ɹ/ (AmE), silent /r/ (Br)); s: (/s/, /ɛs/, /z/, silent /s/); t: (/ti:/, /t/, silent /t/).

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme "life in nature and global problems" and its components such as "influence of technology on global issues (health); influence of technology on problems and solutions about nature" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower secondary school student will know what "life in nature and global problems" and its components such as "influence of technology on global issues (health); influence of technology on problems and solutions about nature" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Technology, global issues, health, influence of technology, influence of technology on global issues, influence of technology on health, nature, problems about nature, solutions about nature, influence of technology on problems about nature, influence of technology on solutions about nature.

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

PERFORMANCE ASSIGNMENT: Students will create a digital presentation that explores how technology influences global health issues and solutions for nature-related problems. Students will research a global health issue, such as access to clean water or disease prevention, and then explain how technology has impacted it positively or negatively. Additionally, they will investigate an environmental problem such as deforestation or pollution and describe how technology has either contributed to or provided solutions for the issue. Students will include pictures, images, graphs, and examples to support their findings and conclude their presentations with a personal reflection on how technology can be used responsibly to address global problems. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme is based on the students' knowledge of "life in nature and global problems" and its components such as "influence of technology on global issues (health); influence of technology on problems and solutions about nature". As they are lower secondary school students in year 7 (seven), they can know what "life in nature and global problems" and its components such as "influence of technology on global issues (health); influence of technology on problems and solutions about nature" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own

language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 7 of lower secondary school, they can know some basic vocabulary about “life in nature and global problems” such as “water pollution, air pollution, the environment, litter, to protect, to pollute etc.” and also some necessary structures in English from the previous themes and/or years such as “We must protect the Environment. We should not pollute the ocean. The green areas are destroyed. etc.”. These grammatical items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in nature and global problems” and its components such as “influence of technology on global issues (health); influence of technology on problems and solutions about nature”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in nature and global problems”. Therefore, a dialogue game can be played to revise all vocabulary and language grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “life in nature and global problems” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher. They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning and Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/ online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG7.7. L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “life in nature and global problems”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “life in nature and global problems” to prepare themselves to work on guessing the topic of the current theme, “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” (**V5.1, V5.2, V9.3, V13.4, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG7.7.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” to identify the topic of the content and to answer the question “What is the whole content about?” (**D3.6, V5.1, V5.2, V9.3, V13.4, LS1, LS4, LS5, CS2.2**). They can realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title

of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG7.7.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) (**D3.2, V3.4**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session (**D3.2, LS2**). Students watch the digital introductory story and consolidate the identification of the target theme “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” as a whole (**CS2.13**) without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically (**D3.1, V5.1, V5.2, V9.3, V13.4, LS2, LS4, LS5**).

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme (**D3.7, V1.2, V3.4, V4.2, V4.3, V19.1, V19.2, LS5**). She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (and also the picture on the doublespread page of the potential/prospective coursebook) (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say

the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG7.7.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” and that their guesses were probably correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS.2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG7.7.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly

and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG7.7.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme: influence of technology on global issues (health) and influence of technology on problems and solutions about nature (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the

components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature”, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. She/He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/ paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1,**

CS2.16.3). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the theme “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “influence of technology on global issues (health) and influence of technology on problems and solutions about nature” using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising

yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her **(D3.9, D3.10, SELS2.2, V3.4, CS3.3)**. When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation **(D3.6, D3.7, CS2.5)**. The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions **(D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20)**. Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG7.7.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising – discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story,

etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.7.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG7.7.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "influence of technology on global issues (health), influence of technology on problems and solutions about nature" (**D3.6, V5.1, V5.2, V9.3, V13.4, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG7.7.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words

previously covered in the listening/watching-comprehension and vocabulary recognition sessions) **(CS2.6)**. They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities **(V3.3, V6.2, LS1, CS2.4, CS2.6)**. They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what influence of technology on global issues (health); influence of technology on problems and solutions about nature mean from different perspectives to build their own understandings **(D3.6, D3.8, SELS3.1, CS2.13)**. The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process **(SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20)**. After this stage, they work on activities to connect their knowledge and skills they have acquired about “influence of technology on global issues (health); influence of technology on problems and solutions about nature” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(V5.1, V5.2, V9.3, V13.4, LS1, LS5, LS6, CS2.13, CS2.14)**. In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading **(SELS3.3, V7.2, CS2.20)**.

ENG7.7.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process **(SELS1.3)**. They talk about them individually and then share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

ENG7.7.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” to make a link between what they know and what they are going to write about **(D3.2, SELS1.1, CS2.12)**. This includes examining all the audio/visual sources and elements provided for understanding the writing task **(V3.2, LS1, CS2.2)**.

ENG7.7.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given **(CS2.2)**. These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully **(V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to influence of technology on global issues (health); influence of technology on problems and solutions about nature, in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1)**.

ENG7.7.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG7.7.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V5.1, V5.2, V9.3, V13.4, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG7.7.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG7.7.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V5.1, V5.2, V9.3, V13.4, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.7.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG7.7.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG7.7.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V5.1, V5.2, V9.3, V13.4, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG7.7.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG7.7.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG7.7.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.7.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To discuss the influence of technology on global health and environmental problems and solutions in English by using the target vocabulary and grammatical items.

Activity 1: Exploring Technology's Role in Solving Global Health and Environmental Issues

The teacher divides students into pairs or small groups and provides each group with a set of prompts or scenarios (printed or digital) about global health or environmental issues with the role of technology in addressing the problems. "For example, the use of drones to solve environmental or health problems, AI for disease diagnosis, and AI-powered robots for recycling and waste management". Each group chooses one of the global issues, discusses it with the group members and prepares a short presentation. They describe the problem, the technology being used, and how it could provide a solution. The teacher encourages them to use the target grammar. After each group presents their work, the whole class asks questions related to the presentation using relative clauses. For example, "How does the drone, which is used for tree planting, work?" Every member of the group takes turns answering questions. After all presentations, each group summarises one key point from their presentation on a card using the target grammar, highlights it, and hangs it on the notice board. The students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To discuss the influence of technology on global health and environmental problems and solutions in English by using the target vocabulary and grammar.

Activity: Exploring Technology's Role in Solving Global Health and Environmental Issues

The teacher divides students into pairs and groups to ask and answer the influence of technology on global health and on environmental problems and solutions. She/He shows a set of pictures, images and/or videos about the impact of technology on global health or nature and asks the students to work together to discuss the following: What is the issue? How does technology help solve the problem? What other technologies might help solve the problem in the future? She/he encourages students to use the target grammar when answering the questions about technology and its impact. The students in each group take turns answering questions from images or videos shown by the teacher and make comments on each other's responses. The students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 8: LIFE IN THE UNIVERSE & FUTURE

Sub-themes: Time travel; future technologies and their use (robots, robotics)

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

CLASS HOURS 24

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.8.L1. Students can prepare and get ready for listening (to)/watching about the current content on “life in the universe and future with time travel; future technologies and their use (robots, robotics)”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.7.8.L2. Students can bring together the information in the current content on “life in the universe and future with time travel; future technologies and their use (robots, robotics)”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.7.8.L3. Students can make sense of and derive meaning from the current content on “life in the universe and future with time travel; future technologies and their use (robots, robotics)”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.7.8.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the universe and future with time travel; future technologies and their use (robots, robotics)” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.7.8.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the universe and future with time travel; future technologies and their use (robots, robotics)” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.7.8.R1. Students can prepare for reading the content on “life in the universe and future with time travel; future technologies and their use (robots, robotics)” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.7.8.R2. Students can bring information together about the current content on “life in the universe and future with time travel; future technologies and their use (robots, robotics)” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*

- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.7.8.R3. Students can make sense of and derive meaning from the current content on “life in the universe and future with time travel; future technologies and their use (robots, robotics)”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.7.8.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the universe and future with time travel; future technologies and their use (robots, robotics)” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.7.8.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the universe and future with time travel; future technologies and their use (robots, robotics)” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*

- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.7.8.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the universe and future with time travel; future technologies and their use (robots, robotics)”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.7.8.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the universe and future with time travel; future technologies and their use (robots, robotics)”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*

- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.7.8.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the universe and future with time travel; future technologies and their use (robots, robotics)”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.7.8.W3. Students can construct new written content on “life in the universe and future with time travel; future technologies and their use (robots, robotics)” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.7.8.W4. Students can practise producing written content based on the current theme “life in the universe and future with time travel; future technologies and their use (robots, robotics)”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.7.8.W5. Students can engage in the process of writing related to the content on “life in the universe and future with time travel; future technologies and their use (robots, robotics)”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*

- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.7.8.W6. Students can reconstruct their writing about the current theme on “life in the universe and future with time travel; future technologies and their use (robots, robotics)” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.7.8.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the universe and future with time travel; future technologies and their use (robots, robotics)” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.7.8.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the universe and future with time travel; future technologies and their use (robots, robotics)”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.7.8.S2. Students can analyse and understand the model content related to “life in the universe and future with time travel; future technologies and their use (robots, robotics)” to support the production of spoken language.

- b) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.7.8.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the universe and future with time travel; future technologies and their use (robots, robotics)”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*

- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.7.8.S4. Students can construct meaningful spoken content about “life in the universe and future with time travel; future technologies and their use (robots, robotics)” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.7.8.S5. Students can reconstruct the information about “life in the universe and future with time travel; future technologies and their use (robots, robotics)” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.7.8.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the universe and future with time travel; future technologies and their use (robots, robotics)” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE UNIVERSE & FUTURE

Sub-themes: Time travel; future technologies and their use (robots, robotics)

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for time travel:

Nouns: A lifetime, an ancestor, a legend, a myth, navigation, timing, wormhole, teleportation, relativity, timeline, phenomena, a selection, multiverse, a transition, self, a concept, interval, a pause. Verbs: To rewind, to pace, to alter, to modify, to interrupt, to disturb, to observe, to witness, to pause. Adjectives: Inevitable, magnificent, prior, temporal, alternate, entire, mythical, widely held, fictional, hypothetical, dimensional, multiple, magnificent, ongoing, significant, accurate. Adverbs: Remarkably, likewise, afterwards, beyond, instantly, potentially.

Vocabulary for future technologies and their use (robots, robotics):

Nouns: A receiver, a sector, companionship, human-robot, a workplace, consideration, labour, surgery, input, household, agriculture, crops, gaming, an implication, over-reliance, construction, motion, delivery, protection, interaction, regard, capacity, characteristic, input, participation. Verbs: To reinforce, to rebuild, to convert, to manufacture, to survey, to model, to equip, to enable, to detect, to operate, to enhance, to evolve, to regard, to integrate, to launch, to observe, to monitor, to evaluate, to adjust. Adjectives: Predictable, principal, optimistic, contemporary, elderly, ethical, industrial, capable, autonomous, efficient, maximum, minimum, mechanical, desired, realistic, accurate. Adverbs: Potentially, alongside, automatically, gradually, via, precisely.

Target Grammatical Structures in Use:

- Conditional 2: (If robots worked alongside humans, it could improve productivity a lot).
- Wish Clauses (was/were): (I wish there was/were less dust in the atmosphere so we could see the stars clearly).
- “If only”: (If only astronauts were able to travel to distant galaxies, we would know more about space).

Functions of the Grammatical Structures in Use:

- Use of the Conditional 2: Describing an unreal situation in the future about the universe.
- Use of “wish” (was/were): Expressing desires, regrets and/or hypothetical situations contrary to the current reality.
- Use of “if only”: Expressing regret or a strong wish for a present or past situation.

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

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

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

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

Target Social Language in Use:

Building a space colony is like a leap in the dark!

In robotics, the sky's the limit!

I felt like I was lost in space when the teacher gave me that Math problem!

The astronauts will shoot the stars and give the best effort!

Target Phonological Sounds in Use:

Consonants: v, w, x, y, z

Consonants: v: (/vi:/, /v/); w: (/w/, silent /w/); x: (/ɛks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /i:/); z: /(zed/ (Br), /zi:/ (AmE), /z/).

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme "life in the universe and future" and its components such as "time travel; future technologies and their use (robots, robotics)" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower secondary school student will know what "life in the universe and future" and its components such as "time travel; future technologies and their use (robots, robotics)" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts

Time travel, technologies, future technologies, use of technologies, use of future technologies robots, robotics.

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

PERFORMANCE ASSIGNMENT: Students will write about their ideas and dreams related to time travel and future technologies. They can imagine what it would be like to travel to the future and describe the things they will see, the people they will meet, and the adventures they will have. In addition, they will explore how future technologies such as robots and robotics could change life. They will write about how robots might help people at work, in schools, and/or at home, and what daily life will look like with these advanced technologies. Their writing can include creative stories, short descriptions, and drawings to show their thoughts about time travel and future technologies. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme is based on the students' knowledge of "life in the universe and future" and its components such as "time travel; future technologies and their use (robots, robotics)". As they are lower secondary school students in year 7 (seven), they can know what "life in the universe and future" and its components such as "time travel; future technologies and their use (robots, robotics)" mean. in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 7 of lower secondary school, they can know some basic vocabulary about “life in the universe and future” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the universe and future” and its components such as “time travel; future technologies and their use (robots, robotics)”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the universe and future”. Therefore, a dialogue game can be played to revise all vocabulary and language grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary such as “the future, space, technology, time travel, robots, spaceships, astronauts etc.” and grammatical items such as “The astronauts will go to a space mission. Their spaceship will be prepared soon etc.” to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “life in the universe and future” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher. They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Laerning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/ rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/ online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG7.8. L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “life in nature and global problems”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “life in nature and global problems” to prepare themselves to work on guessing the topic of the current theme, “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” **(V5.1, V5.2, V9.3, V13.4, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG7.8.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V5.1, V5.2, V9.3, V13.4, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG7.8.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V5.1, V5.2, V9.3, V13.4, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V1.2, V3.4, V4.2, V4.3, V19.1, V19.2, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story (and also the picture on the doublespread page of the potential/prospective coursebook) **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG7.8.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” and that their guesses were correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS.2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG7.8.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6**,

D2.3, SELS3.1, V4.1, V5.1, LS2, LS5). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG7.8.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme: influence of technology on global issues (health) and influence of technology on problems and solutions about nature (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the

text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature”, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). She/He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then she/he asks them whether they understand the meaning of the part/ paragraph (**D3.8, SELS3.1**). She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what

they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the theme “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “influence of technology on global issues (health) and influence of technology on problems and solutions about nature” using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG7.8.G1.**RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE):** Consciousness raising

- discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.8.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG7.8.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "influence of technology on global issues (health), influence of technology on problems and solutions about nature" (**D3.6, V5.1, V5.2, V9.3, V13.4, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG7.8.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what influence of technology on global issues (health); influence of technology on problems and solutions about nature mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "influence of technology on global issues (health); influence of technology on problems and solutions about nature" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**V5.1, V5.2, V9.3, V13.4, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG7.8.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG7.8.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG7.8.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to influence of technology on global issues (health); influence of technology on problems and solutions about nature, in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG7.8.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG7.8.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for

expressing themselves and communication with others (**SELS3.2, SELS3.3, V5.1, V5.2, V9.3, V13.4, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG7.8.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG7.8.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V5.1, V5.2, V9.3, V13.4, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.8.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG7.8.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG7.8.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V5.1, V5.2, V9.3, V13.4, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG7.8.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG7.8.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG7.8.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “life in nature and global problems with influence of technology on global issues (health); influence of technology on problems and solutions about nature” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG7.8.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION**Expansion**

Objective: To talk about hypothetical scenarios in English by using the target vocabulary and the grammar.

Activity 1: Time Traveller's Dilemma

The teacher divides students into pairs and gives each pair a scenario card with a challenging, creative time travel prompt such as "You are a time traveller from 2500. You meet Cleopatra in ancient Egypt and can only talk to her for 10 minutes. What would you say?" or "You are an astronaut who travels back to the year 2025. How would you explain your mission?". The teacher allows pairs to choose one card, which determines their roles. In their pairs, students create a short role-play around the scenario on their cards. They are supposed to use Second Conditional sentences in their conversation. Each student takes a turn acting out a role. After the role-plays, each pair shares some of the most interesting or creative scenarios with the class. The teacher writes down the more creative or complex ones on the board and praises the students for their creativity. She/He encourages them to use more advanced conditional sentences in future activities. The students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about hypothetical scenarios by using the target vocabulary and grammar.

Activity 1: Time Traveller's Dilemma

The teacher divides the class into pairs and gives each pair a scenario card with a time travel prompt. These scenarios are engaging but simple to help students feel comfortable using second conditional sentences. Example prompts include: "If you were able to travel to the past, where would you go?", "If you were able to meet anyone from the past, who would it be?" or "If you were a famous figure from history, what advice would you give people today?". One student asks questions, and the other responds by using the Second Conditional sentences. The teacher encourages students to ask follow-up questions based on what their peer says. This helps them practise more complex sentence structures and keeps the conversation flowing. Example follow-up questions: "Why would you choose to meet them?" or "What would you do if you could live in their time?". Students change roles after a few minutes, so they experience both asking and answering questions. After the role-play, the teacher asks a few pairs to share their sentences and time travel scenarios with the class and writes some of the more interesting or funny responses on the board. She/He highlights and corrects any mistakes related to the use and usage of the target grammar and praises the students for their creativity, and then encourages them to try more complex conditional sentences in future lessons. The students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



YEAR 8 (LEVEL: B2.3)

THEME 1: SCHOOL LIFE & EDUCATION

Sub-themes: School traditions and events; exams and challenge for success at school; national and religious days, festivals, celebrations

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

CLASS HOURS 17

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

CONCEPTUAL SKILLS _

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Counselling and Career Planning, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.8.1.L1. Students can prepare and get ready for listening (to)/watching about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”.

- a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.
- b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).
- c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.
- d) Students make rational predictions about the current content by looking at the supplementary visual elements provided.

ENG.8.1.L2. Students can bring together the information in the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”.

- a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.
- b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.

ENG.8.1.L3. Students can make sense of and derive meaning from the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”.

- a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.
- b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.
- c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.
- d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.
- e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.
- f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.
- g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.
- h) Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.

ENG.8.1.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.

- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.
- c) Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.

ENG.8.1.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.
- b) Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.
- c) Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.
- d) Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.
- e) Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.
- f) Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.

ENG.8.1.R1. Students can prepare for reading the content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” efficiently and effectively.

- a) Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.
- b) Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.
- c) Students make strong preliminary predictions about the current content based on explored and recognised relationships.
- d) Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.

ENG.8.1.R2. Students can bring information together about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” through skimming, scanning and detailed reading.

- a) Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.
- b) Students scan the current content by reading it silently and quickly to find key and major components.
- c) Students read the current content again silently and carefully to examine any significant semantic and structural details.

- d) Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.

ENG.8.1.R3. Students can make sense of and derive meaning from the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”.

- a) Students classify significant and necessary elements of the current content in a meaningful way.
- b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.
- c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.
- d) Students make meaningful inferences from information in the current content by examining it critically.
- e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.

ENG.8.1.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.

ENG.8.1.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.
- b) Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.
- c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.
- d) Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.
- e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.
- f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.
- g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.
- h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.
- i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.

- j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.
- k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.
- l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.

ENG.8.1.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.
- b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.
- c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.
- d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.
- e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.
- f) Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.
- g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.
- h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.
- i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.
- j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.

ENG.8.1.W1. Students can prepare for writing efficiently and accurately based on the current content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”.

- a) Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.
- b) Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.

ENG.8.1.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”.

- a) Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.

ENG.8.1.W3. Students can construct new written content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” based on their understanding of the model(s) provided.

- a) Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.
- b) Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.
- c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.
- d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.
- e) Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.
- f) Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.

ENG.8.1.W4. Students can practise producing written content based on the current theme “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”.

- a) Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.
- b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.
- c) Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.
- d) Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.

ENG.8.1.W5. Students can engage in the process of writing related to the content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”.

- a) Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).
- b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.
- c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.

ENG.8.1.W6. Students can reconstruct their writing about the current theme on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” to communicate effectively about it.

- a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.
- b) Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.

ENG.8.1.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.
- c) Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.

ENG.8.1.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”.

- a) Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.

ENG.8.1.S2. Students can analyse and understand the model content related to “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” to support the production of spoken language.

- a) Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.

ENG.8.1.S3. Students can produce meaningful and accurate spoken content related to the current theme on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”.

- a) Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.
- b) Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.
- c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.
- d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.
- e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.
- f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.

ENG.8.1.S4. Students can construct meaningful spoken content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” through efficient and meaningful practice.

- a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.
- b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.
- c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
- d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.
- e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.

ENG.8.1.S5. Students can reconstruct the information about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” when communicating with others.

- a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.
- b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.

ENG.8.1.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.

CONTENT FRAME

SCHOOL LIFE AND EDUCATION

Sub-themes: "School traditions and events; exams and challenge for success at school; national and religious days, festivals, celebrations".

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for school traditions and events: Nouns: A graduation, a celebration, a cultural day, a field day, a farewell party, a student council, an award day, a charity event, project, a tradition, a flag, a stage, a prize, a performance. Adjectives: Creative, enjoyable, inspiring.

Vocabulary for Participating in Events: Verbs: To cheer, to prepare, to share, to celebrate. Nouns: A student leader, a project, a trophy, a banner, a medal.

Vocabulary for exams and challenge for success at school: Nouns: An assignment, a quiz, a result, a mark (grade-AmE), an evaluation, a timetable, a schedule, a revision, a subject, a topic, a coursebook (textbook-AmE), a study group, a debate.

Adjectives for Describing Pressure: Stressful, challenging, demanding, tiring, overwhelming, rewarding, motivating, world-class, outstanding, flag raising.

Verbs for Exam Activities: To review, to revise, to focus, to memorize, to pass, to fail, to overcome, to evaluate, to deserve, to reduce, to cope with.

Nouns for Exam Experiences: A challenge, an achievement, an effort, a struggle, a goal, a deadline, a reward, feedback, diffusion,

Target Grammatical Structures in Use:

-Passive Voice of Present and the Future Tenses for Narration and Daily Conversations:

(The exam results are announced by the teacher every Monday. The prize will be given to the winner at the award day)

Background Grammatical Structures in Use:

-Revision of the Present and the Future Tenses: (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense, the Simple Future Tense, Be going to Future Tense)(The student council organizes a charity event every year. Students are revising for the exam because the deadline is tomorrow. We have already planned the graduation ceremony for next month. I have been studying the timetable to balance my study plan effectively. The award day will take place next Friday on the stage. We are going to celebrate the farewell party in the school garden).

Functions of Target Language Grammar in Use:

-Use of Revision of the Present and the Future Tenses: (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense, the Simple Future Tense, Be going to Future Tense: Describing actions about daily routines, ongoing activities, past experiences with current relevance, and future events or plans for revision.

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

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

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

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

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme includes the concept of "school life and education" with its components such as school traditions and events; exams and challenge for success at school; national days and celebrations and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in year 8 of a lower secondary school may know what school life and education, school traditions and events; exams and challenge for success at school; national days and celebrations mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower secondary school, they can know some basic vocabulary about "school life and education" and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in year 8 of lower secondary school, are ready to learn the concept of "school life and education with its components such as school traditions and events; exams and challenge for success at school; national days and celebrations" cognitively, affectively, and socially since it is appropriate to their age and language level. Their knowledge of the days of the week and holidays will help them learn and practise important national holidays such as "the Republic Day of Türkiye". Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss about the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of "school life and education" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to

the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher. They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/ online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG.8.1.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “school life and education” where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the “school life and education” to prepare themselves to work on guessing the topic of the current theme, “school life and education with school traditions and events; exams and pressure for success at school; national days and celebrations” **(V3.1, V3.4, V14.3, V19.1, V19.2, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.8.1.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “school life and education with school traditions and events; exams and pressure for success at school; national days and celebrations” to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V3.1, V3.4, V14.3, V19.1, V19.2, LS1, LS4, LS5, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is

the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.8.1.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) (**D3.2, V3.4**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session (**D3.2, LS2**). Students watch the digital introductory story and consolidate the identification of the target theme “school life and education with school traditions and events; exams and pressure for success at school; national days and celebrations” as a whole (**CS2.13**), without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically (**D3.1, V3.1, V3.4, V14.3, V19.1, V19.2, LS2, LS4, LS5**).

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/ circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard: school traditions and events; exams and pressure for success at school; national days and celebrations which are on the target vocabulary list of the related theme as clues to the components of the current theme (**D3.7, V3.1, V3.4, V14.3, V19.1, V19.2, LS5**). She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then,

they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.8.1.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about “school life and education with school traditions and events; exams and pressure for success at school; national days and celebrations” and that their guesses were correct **(D3.4, V3.3, V19.1, V19.2, LS1, LS2, LS4, LS5, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG.8.1.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. She/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “school life and education with school traditions and events; exams and pressure for success at school; national days and celebrations”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4, V19.1, V19.2, LS5)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording

randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.8.1.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme: school traditions and events; exams and pressure for success at school; national days and celebrations (**D3.7, D3.2, D3.6, V3.4, V19.1, V19.2, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**).

Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “school life and education with school traditions and events; exams and pressure for success at school; national days and celebrations”, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, V19.1, V19.2, LS1, LS4, LS5**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then she/he asks them whether they understand the meaning of the part/ paragraph (**D3.8, SELS3.1**). She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/ sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/ “the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1**,

CS2.16.3). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “school life and education with school traditions and events; exams and pressure for success at school; national days and celebrations” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, V19.1, V19.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “school life and education with school traditions and events; exams and pressure for success at school; national days and celebrations” vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, V19.1, V19.2, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats

to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.8.1.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher pro-

vides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.1.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.8.1.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "school traditions and events; exams and pressure for success at school; national days and celebrations" (**D3.6, V3.1, V3.4, V14.3, V19.1, V19.2, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.8.1.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what school problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, V19.1, V19.2, LS5, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "school traditions and events; exams and pressure for success at school; national days and celebrations" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.1, V3.4, V14.3, V19.1, V19.2, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.8.1.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.8.1.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about "school life and education with school traditions and events; exams and pressure for success at school; national days and celebrations" to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, V19.1, V19.2, LS5, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.8.1.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks (**D3.6, SELS1.2, V3.2, V19.1, V19.2, LS1, LS5**).

ENG.8.1.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.8.1.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on different school traditions and events; exams and pressure for success at school; national days and celebrations for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V3.1, V3.4, V14.3, V19.1, V19.2, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.8.1.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.8.1.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V3.1, V3.4, V14.3, V19.1, V19.2, LS5, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.1.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme **(V3.4, V4.5, LS1, LS5)**.

ENG.8.1.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG.8.1.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "school life and education with school traditions and events; exams and pressure for success at school; national days and celebrations" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **(V3.1, V3.4, V14.3, V19.1, V19.2, LS1, LS5, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5)**.

ENG.8.1.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20)**.

ENG.8.1.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation **(SELS3.3, V3.4, CS2.20)**. These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(D3.6, SELS2.1, CS2.13)**.

ENG.8.1.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "school life and education with school traditions and events; exams and pressure for success at school; national days and celebrations" **(V4.5, LS5, CS2.13, CS2.14)**. Storification, drama, and gamification techniques are actively and extensively used

for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, V19.1, V19.2, LS4, LS5, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.1.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about exams and preparations for exams at schools in English by using target vocabulary and target language items.

Activity 1: My Study Plan

Students individually create a comprehensive weekly "Success Planner", integrating study blocks, extracurricular activities, and personal development tasks. They describe their schedules by using target grammar such as: "Study materials are reviewed by the teacher every morning. The first chapters of history lesson have been revised, and group discussions are organised twice a week. A detailed review of science formulas is being done every evening". After presenting their planners to the class and answering questions about their strategies, students collaborate in small groups to create a "Class Productivity Guide" by combining the best elements from each plan. This guide with effective strategies and inspiring tips, is displayed alongside their individual planners on the notice board to encourage collective learning and creativity. The teacher then gives feedback on pronunciation and the correct use of the target language. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about exams and preparations for exams at schools in English by using target vocabulary and target language items.

Activity 1: My Study Plan

Students work in pairs to create a simple timetable for exam preparation. They write sentences describing their daily study routines by using present tenses and target vocabulary. For example: "We study Maths everyday at 4 PM. On Fridays, we revise our science topics. Our teacher helps us prepare for exams. The results are announced on Mondays". After completing their timetables, each pair shares their plan with the whole class. The teacher gives constructive and encouraging feedback on their language choice and use. Finally, the timetables are displayed on the classroom notice board for everyone to see and get inspired. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 2: CLASSROOM LIFE & LEARNING

Sub-themes: Challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning

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

CLASS HOURS 17

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

CONCEPTUAL SKILLS -

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill
Values	V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence
Literacy Skills	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Counselling and Career Planning, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.8.2.L1. Students can prepare and get ready for listening (to)/watching about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.8.2.L2. Students can bring together the information in the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.

- e) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- f) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.8.2.L3. Students can make sense of and derive meaning from the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.8.2.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.8.2.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.8.2.R1. Students can prepare for reading the content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.8.2.R2. Students can bring information together about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.8.2.R3. Students can make sense of and derive meaning from the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.8.2.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.8.2.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*

- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.8.2.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.8.2.W1. Students can prepare for writing efficiently and accurately based on the current content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.8.2.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.8.2.W3. Students can construct new written content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.8.2.W4. Students can practise producing written content based on the current theme “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.8.2.W5. Students can engage in the process of writing related to the content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.8.2.W6. Students can reconstruct their writing about the current theme on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.8.2.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.8.2.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.8.2.S2. Students can analyse and understand the model content related to “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.8.2.S3. Students can produce meaningful and accurate spoken content related to the current theme on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.

- b) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- c) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- d) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*

- e) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- f) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- g) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.8.2.S4. Students can construct meaningful spoken content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.8.2.S5. Students can reconstruct the information about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.8.2.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

CLASSROOM LIFE & LEARNING

Sub-themes: “Challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for classroom challenges and improving the environment: Nouns: Disruption, engagement, focus, miscommunication, attention span, distraction, motivation, participation, conflict. Verbs: To resolve, to manage, to prevent, to hinder, to encourage, to limit, to distract, to foster, to collaborate. Adjectives: Productive, disruptive, collaborative, stimulating, challenging, supportive, conducive, focused, inconsistent.

Vocabulary for online learning: Nouns: Virtual, digital platform, e-learning, remote, webinar, access, connectivity, screen time, technical issues. Verbs: To attend (online), to participate, to interact, to attend a webinar, to stream, to navigate. Adjectives: Interactive, flexible, convenient, isolating, impersonal, accessible, time-saving, streamlined.

Vocabulary for traditional learning: Nouns: In-person, classroom setting, face-to-face interaction, peer feedback, lecture, discussion, hands-on. Verbs: To attend (in person), to engage, to participate, to present, to brainstorm. Adjectives: Engaging, social, supportive, dynamic, structured, challenging, time-consuming, stimulating, inconsistent.

Vocabulary for comparison and analysis: Nouns: Pros and cons, advantages and disadvantages, benefits, drawbacks, effectiveness, efficiency, convenience, adaptability. Adverbs: Effectively, practically, responsively, actively, consistently, substantially, ideally, remarkably, potentially, efficiently.

Target Grammatical Structures in Use:

Passive Voice of Modals:

- Can for Probability: (You can be seen by the doctor if you are ill).
- Could for Probability: (The lake could be seen from this point).
- May, Might for Probability: (Rain might be expected later today).
- “Could” for Deduction or Speculation: (The town could be located far from here).
- “Need” for Necessity: (You need to see a doctor soon).
- “Needn’t” for Obligation: (Staff meetings needn’t organised by him).
- “Must” vs Have to: (She must be called for giving the news).
- “Should” for Giving Advice: (This medicine shouldn’t be given to the old patient).
- “Must/Can’t” for Deduction: (He can’t be employed as a chef).
- The Simple Past Tense and the Present Perfect Tense - “Be able to” for Ability: (I was able to drive. I have been able to drive).

-Verbs Followed by Bare Infinitives such as “I’d rather, Had better”, etc.: (I’d rather study at home than go to the library).

-Verbs Followed by “To + Gerund” such as help, look forward, etc.: (I can’t help feeling excited about the new project).

-Verbs Followed by “Infinitives” such as think about, make me, hope, advise, manage, mind, etc.: (She advised me to take a break after the exam).

Background Grammatical Structures in Use:

- Passive Voice of Modals:
- "Can" for Probability: (I can come and see you if you like).
- "Could" for Probability: (We could see the lake from this spot).
- "May, Might" for Probability: (It might rain).
- "Could" for Deduction or Speculation: (The lake could be far from here.).
- "Need" for Necessity: (You need to see a doctor soon).
- "Needn't for Obligation: (You needn't go to the staff meetings).
- "Must vs Have to": (I must phone her. I have some good news).
- "Should" for Giving Advice: (You shouldn't be here now).
- "Must/Can't" for Deduction: (She must be a chef. She can't be a policeman).

Functions of Target Language Grammar in Use:

Use of Passive Voice with Modals: Expressing possibilities, obligations, permissions, or necessities in situations where the focus is on the action or its receiver rather than the doer.

Use of the Simple Past Tense and the Present Perfect Tense - "Be able to" for Ability: Expressing past or present ability to do something, often emphasising the achievement of specific tasks or situations.

Use of "Bare Infinitives" with Verbs like "I'd rather" and "Had better": Expressing preferences, advice, or recommendations with a sense of urgency or immediacy.

Use of "To + Gerund" with Verbs like "help" and "look forward to": Expressing actions or intentions with a focus on anticipation, assistance, or ongoing activities.

Use of "Infinitives" with Verbs like "think about", "make me", "hope", "advise", "manage", and "mind": Expressing thoughts, intentions, emotions, and actions directed toward a specific purpose or outcome.

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

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

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

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

Target Social Language in Use:

- Think outside the box and find something different!
- The project was finished behind closed doors!
- I drew a blank when the teacher asked me a question!
- We hit a brick wall while writing our story!

Target Phonological Sounds in Use:

a, b, c, d

Vowel: a: (/ae/, /ae/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/)

Consonants: b, c, d

b: (/b/), silent /b/; c: (/si/, /k/, /tʃ/, /z/, silent /c/); d: (/d/), silent /d/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “classroom life and learning with its components such as challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in year 8 of lower secondary school may know what “classroom life and learning with its components such as challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” means but may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts:

Challenges,, classrooms, challenges, in the classroom, classroom environment, improving classroom environment, online learning, traditional learning, pros and cons, pros and cons of online learning, pros and cons of traditional learning.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will take on the role of a teacher or student for common classroom challenges and for comparing traditional and online learning. They will describe some past experiences such as “I was able to sort out the issue” or “We have been able to engage students more effectively”. Students will discuss the pros and cons of each learning environment, for example, “Online learning might feel isolating” or “Traditional learning can be more interactive”. They will incorporate modals for deduction, saying things such as “The problem was solved by changing the seating” or “It must have been hard to focus online”. Finally, students will create a poster comparing both methods and present their findings, demonstrating their ability to use the grammar structures in a real-world context. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme includes the concept of “classroom life and learning” with its components such as challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in year 8 of a lower secondary school may know what classroom life and learning, school rules, roles and responsibilities, activities and events at school mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower secondary school, they can know some basic vocabulary about “classroom life and learning” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in year 8 of lower secondary school are ready to learn the concept of “classroom life and learning with its components such as challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss about the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of “classroom life and learning” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher. They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and sub-themes, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning

practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG.8.2.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “classroom life and learning” where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the “classroom life and learning” to prepare themselves to work on guessing the topic of the current theme, “classroom life and learning with problems in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” **(V1.3, V3.2, V3.4, V16.3, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.8.2.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “classroom life and learning with problems in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V1.3, V3.2, V3.4, V16.3, LS1, LS4, LS5, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.8.2.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “classroom life and learning with problems in the classroom and im-

proving classroom environment; pros and cons of online learning and traditional learning” as a whole without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V1.3, V3.2, V3.4, V16.3, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/ circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard: problems in the classroom and improving classroom environment; pros and cons of online learning and traditional learning which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V1.3, V3.2, V3.4, V16.3, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.8.2.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**.

As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about “classroom life and learning with problems in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” and that their guesses were correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS.2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.8.2.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “school life and education with school traditions and events; exams and pressure for success at school; national days and celebrations”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already

know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.8.2.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme: problems in the classroom and improving classroom environment; pros and cons of online learning and traditional learning (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “classroom life and learning with problems in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/ paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/ “the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6,**

SELS2.1, V4.2, CS2.19). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “classroom life and learning with problems in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “problems in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.8.2.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.2.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.8.2.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "problems in the classroom and improving classroom environment; pros and cons of online learning and traditional learning" (**D3.6, V1.3, V3.2, V3.4, V16.3, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning. They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.8.2.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what school problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "problems in the classroom and improving classroom environment; pros and cons of online learning and traditional learning" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, VV1.3, V3.2, V3.4, V16.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.8.2.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.8.2.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “classroom life and learning with problems in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.8.2.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.8.2.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.8.2.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on different problems in the classroom and improving classroom environment; pros and cons of online learning and traditional learning for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V1.3, V3.2, V3.4, V16.3, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.8.2.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.8.2.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V1.3, V3.2, V3.4, V16.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.2.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.8.2.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.8.2.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more

controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “classroom life and learning with problems in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V1.3, V3.2, V3.4, V16.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.8.2.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.8.2.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.8.2.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “classroom life and learning with problems in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.2.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about the pros and cons of online learning and traditional learning in English by using the target vocabulary.

Activity 1: Evaluating Online and Traditional Learning

Students are divided into two groups. One group focuses on the pros and cons of online learning while the other discusses the advantages and disadvantages of traditional classroom learning. Each group will prepare arguments and support them with examples. For instance, one group might state, "The headmaster reports that they are integrating more digital tools to support online education", while the other group could say, "The administration has the traditional classroom upgraded with smart boards to keep up with technology". The discussion continues as both sides present their views, respond to opposing points, and justify their arguments.

After the debate time, each student writes a short paragraph summarising the discussion. The paragraph must include at least one example of reported speech (e.g. "The teacher mentioned that online learning helps students learn at their own pace") and one example of a causative structure (e.g. "The school had the computer lab refurbished for more interactive lessons"). Once the writing is complete, the teacher reviews the paragraphs, gives feedback on the use of reported speech and causative forms, and suggests ways to improve clarity and accuracy. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about pros and cons of online learning and traditional learning in English by using the target vocabulary.

Activity 1: Online vs Traditional Learning Debate

Students are divided into two groups: Group A discusses the benefits of online learning, while Group B discusses traditional learning. Each group receives vocabulary and examples to guide their discussions. For example, Group A may say: "The teacher says online learning helps students learn at their own pace" or "The school has the Wi-Fi improved for better online classes". Group B might say: "The principal says traditional learning encourages better social interaction" or "The administration has the classroom cleaned daily for a better environment". After writing down two key points, each group presents their findings to the class. The class then discusses which points they find most convincing. The teacher gives constructive and encouraging feedback on their language choice and use. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 3: PERSONAL LIFE & WELL-BEING

Sub-themes: Self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion

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

CLASS HOURS 17

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V17. Thriftiness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

**INTERDISCIPLINARY**

RELATIONS Turkish, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Counselling and Career Planning, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.8.3.L1. Students can prepare and get ready for listening (to)/watching about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.8.3.L2. Students can bring together the information in the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.8.3.L3. Students can make sense of and derive meaning from the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.8.3.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.8.3.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.8.3.R1. Students can prepare for reading the content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences, and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.8.3.R2. Students can bring information together about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” through skimming, scanning, and detailed reading.

- e) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- f) *Students scan the current content by reading it silently and quickly to find key and major components.*
- g) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- h) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.8.3.R3. Students can make sense of and derive meaning from the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.

- i) *Students classify significant and necessary elements of the current content in a meaningful way.*
- j) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- k) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- l) *Students make meaningful inferences from information in the current content by examining it critically.*
- m) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.8.3.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.8.3.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*

- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.8.3.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.8.3.W1. Students can prepare for writing efficiently and accurately based on the current content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.8.3.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.8.3.W3. Students can construct new written content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.8.3.W4. Students can practise producing written content based on the current theme “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.8.3.W5. Students can engage in the process of writing related to the content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.8.3.W6. Students can reconstruct their writing about the current theme on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.8.3.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.8.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.8.3.S2. Students can analyse and understand the model content related to “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.8.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*

- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.8.3.S4. Students can construct meaningful spoken content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.8.3.S5. Students can reconstruct the information about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.8.3.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

PERSONAL LIFE & WELL-BEING

Sub-themes: “Self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for self-care and mindfulness for well-being: Nouns: Relaxation, mindfulness, self-awareness, stress management, well-being, balance, focus, self-compassion, mental health, inner peace, breathing exercises, positive thinking, emotional resilience, self-care routine. Verbs: To relax, to breathe deeply, to reflect, to unwind, to focus, to manage stress, to practice mindfulness, to release tension, to heal, to recharge. Adjectives: Calm, centred, relaxed, peaceful, mindful, resilient, self-aware, balanced, focused, compassionate, refreshed. Adverbs: Calmly, peacefully, mindfully, positively, emotionally.

Vocabulary for creating a personal wardrobe and sustainable fashion: Nouns: Fashion, sustainability, ethical fashion, upcycling, capsule wardrobe, versatile pieces, eco-friendly, conscious consumerism, slow fashion, fabrics, tailoring, style, trends, fashion choices. Verbs: To create, to design, to upcycle, to recycle, to customise, to purchase sustainably, to invest in, to choose consciously, to reduce waste, to shop ethically, to mix and match, to style, to declutter. Adjectives: Sustainable, eco-friendly, versatile, timeless, fashionable, ethical, second-hand, minimalist, classic, stylish, conscious, durable, customisable. Adverbs: Consciously, sustainably, ethically, thoughtfully.

Target Grammatical Structures in Use:

-Passive Voice of Past Tenses for Narration and Daily Conversations: (The concept of mindfulness was introduced to me by a friend).

-Revision of the Past Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): (I started practicing mindfulness last year. She had designed her own clothes before she joined a fashion course).

Functions of Target Language Grammar in Use:

-Use of Passive Voice of Past Tenses for Narration and Daily Conversations: Describing past events or situations with a focus on the action or outcome, often used to emphasise the recipient of the action in storytelling, explanations, or casual discussions.

-Use of Revision of the Past Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Revising mixed past events or action in different contexts.

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

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

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

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

Target Social Language Expressions:

Let's recharge our batteries. We're so tired!

I will take a walk to clear my head!

Out with the old, in with the new for eco-friendly outfits!

Go the extra mile by using only recycled fabrics!

Target Phonological Sounds in Use:

-Intonation for positive statements, negative statements, questions, and question tags.

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme "personal life and well-being with its components such as self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in year 8 of lower secondary school may know what "personal life and well-being with its components such as self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" mean but may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts:

Self-care, mindfulness, well-being, self-care for well-being, mindfulness for well-being, personal wardrobe, fashion, sustainable fashion, creating a personal wardrobe, creating a sustainable fashion.

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

PERFORMANCE ASSIGNMENT: Students will form a journal to reflect on self-care, mindfulness, and sustainable fashion. (In their entries, they will use past tenses and the passive voice to describe their experiences). For example, they might write, "I started practising mindfulness last year" or "The concept of mindfulness was introduced to me by a friend". They will also narrate their efforts in sustainable fashion, such as "I had redesigned my old clothes before donating them" or "These eco-friendly materials were chosen for my outfits". The journal will include visuals like drawings or collages to display their journey. Students will share their journals, explaining their reflections using the target grammar structures. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme includes the concept of "personal life and well-being" with its components such as self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in year 8 of a lower secondary school may know what personal life and well-being, school rules, roles and responsibilities, activities and events at school mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower secondary school, they can know some basic vocabulary about “personal life and well-being” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in year 8 of lower secondary school are ready to learn the concept of “personal life and well-being with its components such as self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss about the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.)

Establishing Links

Students are asked to recall the concept of “personal life and well-being” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher. They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practicing

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG.8.3.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “personal life and well-being” where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about the “personal life and well-being” to prepare themselves to work on guessing the topic of the current theme, “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” (**V13.4, V17.1, V17.2, V17.3, LS1, LS5, LS8**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.8.3.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening(to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to identify the topic of the content and to answer the question “What is the whole content about?” (**D3.6, V13.4, V17.1, V17.2, V17.3, LS1, LS4, LS5, LS8, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening(to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, D3.11, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.8.3.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V13.4, V17.1, V17.2, V17.3, LS2, LS4, LS5, LS8)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard: self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V13.4, V17.1, V17.2, V17.3, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital

story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.8.3.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” and that their guesses were correct (**D3.4, V3.3, LS1, LS2, LS4, LS8, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS.2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.8.3.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG.8.3.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7, LS8)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme: self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose

meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text. **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4, LS8)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/ paragraph **(D3.8, SELS3.1)**. She/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs and **(D3.10, SELS2.2, V4.2, CS2.18)** report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/ “the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, LS8, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher

asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D2.1, D3.11, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.8.3.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, D3.11, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and

ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.3.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.8.3.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" (**D3.6, V13.4, V17.1, V17.2, V17.3, LS2, LS5, LS8, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.8.3.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what school problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3**).

CS2.17, CS2.20). After this stage, they work on activities to connect their knowledge and skills they have acquired about “self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V13.4, V17.1, V17.2, V17.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.8.3.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.8.3.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.8.3.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.8.3.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.8.3.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on different self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**D3.11, SELS3.2, SELS3.3, V13.4, V17.1, V17.2, V17.3, LS5, LS8, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.8.3.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.8.3.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V13.4, V17.1, V17.2, V17.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.3.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.8.3.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.8.3.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V13.4, V17.1, V17.2, V17.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.8.3.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.8.3.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.8.3.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” (**V4.5, LS5, LS8, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce dig-

ital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.3.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also, they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about creating a personal wardrobe and sustainable fashion in English by using target vocabulary and target grammar.

Activity 1: Green Wardrobe Budgeting

Students receive a more complex scenario and work in small groups to plan a sustainable wardrobe reorganisation. Roles include:

The Budget Planner, who creates a detailed spending strategy.

The sustainability expert, who suggests eco-friendly materials and practices.

The tailor, who explains which items can be altered to extend their use.

For example, the budget planner might say, "We need to prioritise our spending and focus on durable pieces". The sustainability expert might suggest, "Using organic cotton or recycled materials is a better choice". The tailor might recommend, "Let's have the trousers resized to expand their life". After the role-play task, the groups write a brief summary of their choices, including target grammar items such as "The tailor recommended repairing the jackets rather than replacing them" and "We had the shirts adjusted to fit better". The teacher provides feedback on their use of vocabulary and sentence structure. The teacher offers constructive feedback on grammar, pronunciation, and vocabulary choice and use, fostering both linguistic accuracy and creative expression. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about creating a personal wardrobe and sustainable fashion in English by using target vocabulary and target grammar.

Activity 1: Green Wardrobe Budgeting

Students work in small groups with a simple budget and a short list of wardrobe items to improve. Each student takes on a specific role:

The budget holder manages the budget and wants to become sure that they don't overspend.

The fashion consultant offers suitable suggestions for affordable options.

The repair specialist identifies items that can be fixed instead of replaced.

For example, the budget holder may say, "We have only 100 units left. How can we use it wisely?". The fashion consultant might answer, "We could buy second-hand sweaters since they cost less". The repair specialist could add, "Let's repair the coats so we don't have to buy new ones". After their discussion, the groups present their choices to the class, explaining why they made each decision and demonstrating sentences like: "We had our shoes repaired instead of replacing them". The teacher concludes by offering feedback on language use and clarity. The teacher provides feedback on grammar, pronunciation, and vocabulary selection and use, offering suggestions for improvement where needed. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 4: FAMILY LIFE & HOME

Sub-themes: Family reunions and celebrations; relationships between the family and the community

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

CLASS HOURS 17

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values V1. Justice, V2. Family Integrity, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V8. Privacy, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Counselling and Career Planning, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.8.4.L1. Students can prepare and get ready for listening (to)/watching about the current content on “family life and home with family reunions and celebrations; relationships between the family and the community”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.8.4.L2. Students can bring together the information in the current content on “family life and home with family reunions and celebrations; relationships between the family and the community”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.8.4.L3. Students can make sense of and derive meaning from the current content on “family life and home with family reunions and celebrations; relationships between the family and the community”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.8.4.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “family life and home with family reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.8.4.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “family life and home with family reunions and celebrations; relationships between the family and the community” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.8.4.R1. Students can prepare for reading the content on “family life and home with family reunions and celebrations; relationships between the family and the community” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.8.4.R2. Students can bring information together about the current content on “family life and home with family reunions and celebrations; relationships between the family and the community” through skimming, scanning, and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*

- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.8.4.R3. Students can make sense of and derive meaning from the current content on “family life and home with family reunions and celebrations; relationships between the family and the community”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.8.4.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “family life and home with family reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.8.4.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “family life and home with family reunions and celebrations; relationships between the family and the community” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watching the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*

- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.8.4.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “family life and home with family reunions and celebrations; relationships between the family and the community”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identifies and those exemplified by the teacher or materials though careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target ‘grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.8.4.W1. Students can prepare for writing efficiently and accurately based on the current content about “family life and home with family reunions and celebrations; relationships between the family and the community”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.8.4.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “family life and home with family reunions and celebrations; relationships between the family and the community”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.8.4.W3. Students can construct new written content on “family life and home with family reunions and celebrations; relationships between the family and the community” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.8.4.W4. Students can practise producing written content based on the current theme “family life and home with family reunions and celebrations; relationships between the family and the community”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriated to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriated ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.8.4.W5. Students can engage in the process of writing related to the content on “family life and home with family reunions and celebrations; relationships between the family and the community”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.8.4.W6. Students can reconstruct their writing about the current theme on “family life and home with family reunions and celebrations; relationships between the family and the community” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.8.4.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “family life and home with family reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.8.4.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “family life and home with family reunions and celebrations; relationships between the family and the community”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.8.4.S2. Students can analyse and understand the model content related to “family life and home with family reunions and celebrations; relationships between the family and the community” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.8.4.S3. Students can produce meaningful and accurate spoken content related to the current theme on “family life and home with family reunions and celebrations; relationships between the family and the community”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.8.4.S4. Students can construct meaningful spoken content about “family life and home with family reunions and celebrations; relationships between the family and the community” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.8.4.S5. Students can reconstruct the information about “family life and home with family reunions and celebrations; relationships between the family and the community” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.8.4.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “family life and home with family reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

FAMILY LIFE & HOME

Sub-themes: “Family reunions and celebrations; relationships between the family and the community”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for family reunions and celebrations: Nouns: A bond, an extended family, a gathering, a homecoming, family ties, a reunion. Verbs: To bond, to gather, to reunite. Adjectives: Close-knit, lively, reassuring, memorable. Adverbs: Elegantly, joyfully, supportively, unexpectedly, warmly.

Vocabulary for relationships between the family and the community:

Verbs: To care, to unite, to encourage, to participate, to provide, to raise, to volunteer. Nouns: An event, a generation, a legacy, network, siblings. Adjectives: Collaborative, diverse, generous, harmonious, inclusive, supportive. Adverbs: Frequently, respectfully, supportively.

Target Grammatical Structures in Use:

-Reported Speech: The Present Tenses for Reporting in Daily Speech (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense): (He mentions that their extended family gathers every year for a homecoming celebration).

Functions of the Target Language Grammar in Use:

-Use of Reported Speech: The Present Tenses for Reporting in Daily Speech (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense): Reporting what someone else has said or shared about present situations, ongoing actions, or recent experiences in a more polite and objective way.

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

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

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

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

Target Social Language in Use:

He was born with a silver spoon in his mouth!

My siblings and I are all cut from the same cloth because we’re so soft-hearted!

The family is from İstanbul, born and bred!

Being good at maths runs in the blood in their family!

Target Phonological Sounds in Use:

a, b, c, d, e

Vowels: a, e

Consonants: b, c, d

Vowels: a: (/ae/, /ae/, /ə/, /a:/, /e/, /a:/, /a/, /ɔ:/, /eə/); e: (/e/, /i:/, /ə/, silent /e/)

Consonant: b: (/b/, silent /b/); c: (/si/, /k/, /tʃ/, /z/, silent /c/); d: (/d/, silent /d/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “family life and home with its components such as family reunions and celebrations; relationships between the family and the community” is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in year 8 of lower secondary school may know what “family life and home with its components such as family reunions and celebrations; relationships between the family and the community” means but may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts:

The family, reunions, celebrations, family reunions, family celebrations, relationships, the community, relationships between the family and the community.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will create a questionnaire about the theme of family life and home, focussing on the sub-themes family reunions and celebrations and relationships between the family and the community. They will prepare questions about the types of family celebrations and the relationships between the family members. Then they will choose at least ten different students from the classroom and collect the answers. Finally, they will present the results of the questionnaire in the class by using graphs, charts or posters and make comments based on the results. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme includes the concept of “family life and home” with its components such as family reunions and celebrations; relationships between the family and the community and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in year 8 of lower secondary school may know what family life and home, school rules, roles and responsibilities, activities and events at school mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower secondary school, they can know some basic vocabulary about “family life and home” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in year 8 of lower secondary school are ready to learn the concept of “family life and home with its components such as family reunions and celebrations; relationships between the family and the community” cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss about the poster and/or the picture in pairs and write down what they remember. This session can help them revise

all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of “family life and home” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher. They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/ online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG.8.4.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “family life and home” where they

watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the “family life and home” to prepare themselves to work on guessing the topic of the current theme, “family life and home with family reunions and celebrations; relationships between the family and community” **(2.1, V2.2, V2.3, V2.4, V8.3, V8.4, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.8.4.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “family life and home with family reunions and celebrations; relationships between the family and community” to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V2.1, V2.2, V2.3, V2.4, V8.3, V8.4, LS1, LS4, LS5, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.8.4.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “family life and home with family reunions and celebrations; relationships between the family and community” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V2.1, V2.2, V2.3, V2.4, V8.3, V8.4, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching

the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard: family reunions and celebrations; relationships between the family and community which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V2.1, V2.2, V2.3, V2.4, V8.3, V8.4, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.8.4.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about “family life and home with family reunions and celebrations; relationships between the family and community” and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, LS8, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG.8.4.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/he asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “family life and home with family reunions and celebrations; relationships between the family and community”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.8.4.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7, LS8**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme: family reunions and celebrations; relationships between the family and community (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text. (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “family life and home with family reunions and celebrations; relationships between the family and community”, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4, LS8**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non- key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first

part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then she/he asks them whether they understand the meaning of the part/ paragraph (**D3.8, SELS3.1**). She/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs and (**D3.10, SELS2.2, V4.2, CS2.18**) report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/ sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/ “the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “family life and home with family reunions and celebrations; relationships between the family and community” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, LS8, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8,**

SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “family reunions and celebrations; relationships between the family and community” vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.8.4.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities

and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.4.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.8.4.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: “family reunions and celebrations; relationships between the family and community” (**D3.6, V2.1, V2.2, V2.3, V2.4, V8.3, V8.4, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.8.4.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what school problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about “family reunions and celebrations; relationships between the family and community” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V2.1, V2.2, V2.3, V2.4, V8.3, V8.4, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.8.4.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.8.4.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “family life and home with family reunions and celebrations; relationships between the family and

community” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.8.4.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.8.4.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.8.4.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on different family reunions and celebrations; relationships between the family and community for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V2.1, V2.2, V2.3, V2.4, V8.3, V8.4, LS5, CS2.14, CS3.3**). Storytelling and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.8.4.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students’ interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.8.4.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V2.1, V2.2, V2.3, V2.4, V8.3, V8.4, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.4.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.8.4.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.8.4.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "family life and home with family reunions and celebrations; relationships between the family and community" in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V2.1, V2.2, V2.3, V2.4, V8.3, V8.4, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.8.4.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.8.4.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.8.4.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on "family life and home with family reunions and celebrations; relationships between the family and community". (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.4.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also, they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about family reunions and celebrations in English by using the target vocabulary and grammatical items.

Activity 1: My Friends' Favourite Celebrations

Students can interview their peers about their favourite celebration with the loved ones like close or distant family members, relatives, and friends and report the answers. They begin by writing questions about the details of a celebration, such as time, date, participants, frequency, and purpose. Then, they ask these questions to each other and take notes. Once they have finished asking the questions, they report the answers. The teacher gives constructive and encouraging feedback, focusing on language choice and use in terms of meaning, creativity, accuracy and pronunciation. Students then reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about reunions and celebrations with loved ones in English by using the target vocabulary and grammatical items.

Activity 1: Favourite Celebration

Students can read the interview of two people about their celebrations with their loved ones like close or distant family members, relatives, and friends and report the answers. First, students are given a copy of the interview, and they read and act out the interview in pairs. Then, they are given time to report the answers. Finally, they share their notes with the class. The examples of reported sentences are provided on the worksheet. The teacher gives constructive and encouraging feedback, focusing on language choice and use in terms of meaning, creativity, accuracy, and pronunciation. Students then reflect on their thoughts and feelings about the activity.

TEACHER REFLECTION

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 5: LIFE IN THE NEIGHBOURHOOD & CITY & SOCIAL LIFE

Sub-themes: City development and city services; future of cities

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

CLASS HOURS 17

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

CONCEPTUAL SKILLS -

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values

V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Counselling and Career Planning, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.8.5.L1. Students can prepare and get ready for listening (to)/watching about the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.8.5.L2. Students can bring together the information in the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.

- e) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- f) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.8.5.L3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.8.5.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.8.5.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the neighbourhood and city and social life with city development and city services; future of cities” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.8.5.R1. Students can prepare for reading the content on “life in the neighbourhood and city and social life with city development and city services; future of cities” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.8.5.R2. Students can bring information together about the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*

- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.8.5.R3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.8.5.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.8.5.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood and city and social life with city development and city services; future of cities” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*

- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.8.5.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood and city and social life with city development and city services; future of cities”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.8.5.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the neighbourhood and city and social life with city development and city services; future of cities”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*

- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.8.5.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.8.5.W3. Students can construct new written content on “life in the neighbourhood and city and social life with city development and city services; future of cities” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.8.5.W4. Students can practise producing written content based on the current theme “life in the neighbourhood and city and social life with city development and city services; future of cities”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.8.5.W5. Students can engage in the process of writing related to the content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*

- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.8.5.W6. Students can reconstruct their writing about the current theme on “life in the neighbourhood and city and social life with city development and city services; future of cities” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.8.5.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.8.5.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.8.5.S2. Students can analyse and understand the model content related to “life in the neighbourhood and city and social life with city development and city services; future of cities” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.8.5.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the neighbourhood and city and social life with city development and city services; future of cities”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*

- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.8.5.S4. Students can construct meaningful spoken content about “life in the neighbourhood and city and social life with city development and city services; future of cities” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.8.5.S5. Students can reconstruct the information about “life in the neighbourhood and city and social life with city development and city services; future of cities” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.8.5.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE NEIGHBOURHOOD & CITY and SOCIAL LIFE

Sub-themes: “City development and city services; future of cities”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for city development and city services: Nouns: An affordable housing, a community service, a commercial district, green spaces, housing, an infrastructure, a municipality, a pedestrian zone, a public amenity, a public safety, a public transport, a residential area, a sustainable development, a traffic congestion, an urbanisation, an urban planning, an urban renewal, a waste management, a zoning. Adjectives: Affordable, public, residential, sustainable, urban. Verbs: To manage, to plan, to renew, to sustain, to urbanise, to zone. Adverbs: Efficiently, sustainably, strategically, equally, effectively, safely, economically, gradually, environmentally, innovatively, inclusively, fairly, smoothly.

Vocabulary for future of cities: Nouns: A smart city, a sustainable city, an urban farming, a green infrastructure, a renewable energy, public amenities, an urban mobility, a carbon footprint, an urbanisation. Verbs: To innovate, to sustain, to optimise, to regenerate, to integrate, to digitise, to automate, to electrify. Adjectives: Sustainable, innovative, eco-friendly, resilient, efficient, connected, inclusive, smart, renewable. Adverbs: Sustainably, innovatively, resiliently, smartly, eco-friendly, globally, environmentally, digitally, efficiently.

Target Grammatical Structures in Use:

-Reported Speech: The Past Tenses for Reporting in Daily Speech (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): (He said they had improved the infrastructure the previous year. He said that they had been planning an urban renewal project. He said they had already optimized the city's public transport system. He stated they had been working on affordable housing for years).

-Causatives: Had something done (The urban planners had the community services evaluated for better efficiency).

Functions of Target Language Grammar in Use:

-Use of Reported Speech: The Past Tenses for Reporting in Daily Speech (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Reporting what someone else has said or shared about past situations, completed actions, or past experiences in a more polite and objective way.

-Use of Causatives: Had something done: Describing situations where someone arranges or causes another person to do something for them.

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

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

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

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be

age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Social Language in Use:

That area is just a stone's throw away.

New technology is shaping the future.

We have created a sense of belonging in this community.

Innovation is the driving force in our city!

Target Phonological Sounds in Use:

f, g, h, i, j, k

Vowels: i: (/aɪ/, /ɪ/, /i:/)

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

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme "life in the neighbourhood, city and social life with its components such as city development and city services; future of cities" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. Most example, a student in year 8 of lower secondary school may know what "life in the neighbourhood, city and social life with its components such as city development and city services; future of cities" means, but may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts:

Cities, development, services, city development, city services, future, future of cities.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will design a poster to promote a neighbourhood improvement project for a specific issue, such as creating green spaces, reducing traffic congestion or improving public safety. The poster should include a clear title, a description of the content, the purpose of the project, and how it will benefit the community. It must also feature key details such as the date, time, and location of any planned activities, along with a call-to-action encouraging community participation. Students should use pictures, photos, visuals, headings, and form text to make the poster engaging and informative. When they complete it, students will present their posters to the class, explaining the goals of the project, their role in the initiative, and the impact they hope to achieve. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme includes the concept of "life in the neighbourhood, city and social life" with its components such as city development and city services; future of cities and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in year 8 of a lower secondary school may know what life in the neighbourhood & city & social life, roles and responsibilities, activities and events at neighbourhood & city & social life mean their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer

it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower secondary school, they can know some basic vocabulary about “life in the neighbourhood, city and social life” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in year 8 of lower secondary school are ready to learn the concept of “life in the neighbourhood, city and social life with its components such as city development and city services; future of cities” cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss about the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and/or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of “life in the neighbourhood, city and social life” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher. They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/ online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG.8.5.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “life in the neighbourhood and city and social life” where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the “life in the neighbourhood and city and social life” to prepare themselves to work on guessing the topic of the current theme, “life in the neighbourhood and city and social life with city development and city services; future of cities” **(V3.2, V3.3, V5.2, V11.1, V11.3, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.8.5.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities” to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V3.2, V3.3, V5.2, V11.1, V11.3, LS1, LS4, LS5, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.8.5.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the

scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “life in the neighbourhood and city and social life with city development and city services; future of cities” as a whole **(CS2.13)**, without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V3.2, V3.3, V5.2, V11.1, V11.3, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/ circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard: city development and city services; future of cities which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V3.2, V3.3, V5.2, V11.1, V11.3, LS5)**. She/ He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.8.5.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at vi-

suals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about “life in the neighbourhood and city and social life with city development and city services; future of cities” and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG.8.5.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already

know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.8.5.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme: city development and city services; future of cities (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "life in the neighbourhood and city and social life with city development and city services; future of cities", the teacher asks

them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/ paragraph **(D3.8, SELS3.1)**. She/he asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/ sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/ “the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two

options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “life in the neighbourhood and city and social life with city development and city services; future of cities” and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues **(D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8)**. So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials **(D2.5, SELS2.1, V3.4, V4.2, V4.4)**. They can be done with real pictures on the white/blackboard if there is a problem with technology **(LS4)**. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “life in the neighbourhood and city and social life with city development and city services; future of cities” vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme **(D2.3, SELS1.2)**. Then students say several things about the items in the picture **(D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20)**. The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her **(D3.9, D3.10, SELS2.2, V3.4, CS3.3)**. When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation **(D3.6, D3.7, CS2.5)**. The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions **(D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20)**. Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG.8.5.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)** While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.5.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.8.5.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "city development and city services; future of cities" (**D3.6, V3.2, V3.3, V5.2, V11.1, V11.3, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/ underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.8.5.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what school problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "city development and city services; future of cities" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.2, V3.3, V5.2, V11.1, V11.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.8.5.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.8.5.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “life in the neighbourhood and city and social life with city development and city services; future of cities” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.8.5.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.8.5.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.8.5.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on different city development and city services; future of cities for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V3.2, V3.3, V5.2, V11.1, V11.3, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.8.5.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.8.5.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V3.2, V3.3, V5.2, V11.1, V11.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.5.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.8.5.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.8.5.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language,

after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “life in the neighbourhood and city and social life with city development and city services; future of cities” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.2, V3.3, V5.2, V11.1, V11.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.8.5.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.8.5.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.8.5.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “life in the neighbourhood and city and social life with city development and city services; future of cities”. (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.5.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also, they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To write a news bulletin about city development, city services, and the future of cities in English by using target vocabulary and target grammar.

Activity 1: City News Bulletin

Students work in groups to write a detailed news bulletin, including sentences such as: "The mayor reports they are introducing innovative urban farming initiatives". "The city council has the waste management system optimised for environmental efficiency". They present their bulletin to the class, and peers ask analytical questions to explore further details. The teacher provides constructive feedback on language accuracy, the meaning, effective use of target language including vocabulary, grammar and pronunciation and also creativity and meaning during the presentations. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To create a news headline about city development and city services and the future of cities in English by using target vocabulary and language.

Activity 1: City News Bulletin

Students write a simple "news headline" about city projects, such as: "The mayor says they are creating a new park". "The council has the community centre painted". Each student reads their headline aloud and the class discusses its importance. The teacher provides feedback on accuracy, choice and use of target vocabulary, grammar, pronunciation, creativity, and uniqueness. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 6: LIFE IN THE WORLD & CULTURE

Sub-themes: Global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture

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

CLASS HOURS 17

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

CONCEPTUAL SKILLS -

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values	V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V8. Privacy, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Counselling and Career Planning, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.8.6.L1. Students can prepare and get ready for listening (to)/watching about the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.8.6.L2. Students can bring together the information in the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.8.6.L3. Students can make sense of and derive meaning from the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.8.6.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.8.6.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.8.6.R1. Students can prepare for reading the content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.8.6.R2. Students can bring information together about the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.8.6.R3. Students can make sense of and derive meaning from the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.8.6.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.8.6.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*

- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.8.6.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.8.6.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.8.6.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.8.6.W3. Students can construct new written content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.8.6.W4. Students can practise producing written content based on the current theme “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.8.6.W5. Students can engage in the process of writing related to the content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.8.6.W6. Students can reconstruct their writing about the current theme on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.8.6.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.8.6.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.8.6.S2. Students can analyse and understand the model content related to “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.8.6.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*

- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.8.6.S4. Students can construct meaningful spoken content about “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.8.6.S5. Students can reconstruct the information about “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.8.6.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

PERSONAL LIFE & WELL-BEING

Sub-themes: “Global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for global cuisines: Nouns: Cuisine, ingredient, recipe, dish, flavour, spice, meal, tradition. Verbs: To prepare, to fry, to blend. Adjectives: Spicy, traditional, exotic, flavourful, crispy, hearty, smoky. Adverbs: Completely, commonly, locally, delicately.

Vocabulary for cultural food habits and cultures: Nouns: Tradition, cuisine, heritage, custom, dish, recipe, festival, specialty, habit, celebration. Verbs: To adapt, to preserve, to adopt, to influence, to modify, to experiment, to revive. Adjectives: Traditional, diverse, rich, authentic, unique, cultural, regional, historical, popular, nourishing. Adverbs: Culturally, traditionally, widely, globally, occasionally, regularly.

Vocabulary for the influence of technology on cultural habits: Nouns: An artefact. Verbs: To replace, to reshape, to integrate, to archive, to revive, to blend. Adjectives: Accessible, dynamic. Adverbs: Firmly.

Target Grammatical Structures in Use:

-Reported Speech for Future Tenses: (The cultural expert said they would have shared their traditional recipes with thousands of people by the next festival).

-The Future Perfect Tense: (By the end of this year, global chefs will have introduced international dishes to a wider audience).

-The Future Perfect Continuous Tense: (By 2030, many communities will have been preserving their traditions for centuries).

Functions of Target Language Grammar in Use:

-Reported Speech for Future Tenses: Reporting future events or actions in daily speech.

-Use of the Future Perfect Tense: Describing an action that will have been completed by a certain point in the future.

-Use of the Future Perfect Continuous Tense: Describing the duration of an ongoing action that will be in progress and will end before or by a specific point in the future.

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

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

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

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

Target Social Language Expressions:

Don't put all your eggs in one basket for this task!
 Have a finger on the pulse of the latest tech trends!
 This film is really food for thought about the environment!
 Live in the moment and enjoy simple things!
 Sometimes, we should hit the reset button and start fresh!

Target Phonological Sounds in Use:

Vowel: o

Consonants: l, m, n, (ng), p

Vowel: o: (/əʊ/, /ɒ/, /əʊ/)

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

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme "life in the world and culture with its components such as global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. Most example, a student in year 8 of lower secondary school may know what "life in the world and culture with its components such as global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" mean but may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concept:

Cuisines, global cuisines, food habits, cultural food habits, technology, media, people's life, culture, impact of technology, impact of media, impact of technology on people's life, impact of technology on culture, impact of media on people's life, impact of media on culture.

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

PERFORMANCE ASSIGNMENT: Students will write a blog page how global cuisines and cultural food habits will change in the future due to the impact of technology and media. In their blog, students will describe how food trends might change and how media platforms could influence people's eating habits and cultural practices. They can mention how traditional dishes may be adapted or how technology will help preserve cultural food traditions. They may include how media platforms will play a role in shaping these changes. Additionally, they can include what experts or chefs have said about the future of food and its connection to technology and culture. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme includes the concept of "life in the world and culture" with its components such as global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in year 8 of a lower secondary school may know what life in the world and culture, school rules, roles and responsibilities, activities and events at school mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these

things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower secondary school, they can know some basic vocabulary about “life in the world and culture” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in year 8 of lower secondary school are ready to learn the concept of “life in the world and culture with its components such as global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss about the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of “life in the world and culture” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher. They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/ rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/ online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG.8.6.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “life in the world and culture” where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about the “life in the world and culture” to prepare themselves to work on guessing the topic of the current theme, “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” (**V4.5, V5.1, V8.4, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG.8.6.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” to identify the topic of the content and to answer the question “What is the whole content about?” (**D3.6, V4.5, V5.1, V8.4, LS1, LS4, LS5, CS2.2**). They are expected to realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12**).

ENG.8.6.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later

stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “life in the World and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V4.5, V5.1, V8.4, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard: global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V4.5, V5.1, V8.4, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.8.6.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other.

After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG.8.6.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-

feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.8.6.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme: global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4, LS5)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/ paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/ “the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6,**

SELS2.1, V4.2, CS2.19). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.8.6.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)** While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.6.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.8.6.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" (**D3.6, V4.5, V5.1, V8.4, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.8.6.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what school problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V4.5, V5.1, V8.4, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.8.6.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.8.6.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.8.6.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.8.6.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.8.6.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on different global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V4.5, V5.1, V8.4, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.8.6.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.8.6.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V4.5, V5.1, V8.4, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.6.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.8.6.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.8.6.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more

controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/ example carefully (**V3.3, V4.5, V5.1, V8.4, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.8.6.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.8.6.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.8.6.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.6.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also, they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about global cuisines; cultural food habits and cultures; the impact of technology and media on people's lives and culture in English by using target vocabulary and target grammar.

Activity 1: Food and Culture Debate

Students participate in a "Food and Culture Debate", discussing topics like "Is fast food harming traditional food habits?" or "Does technology enrich or harm food culture?". They conduct a "Cultural Food Research and Presentation" task, by selecting a cuisine, researching its origins, and presenting its importance to the class. Finally, they write an essay titled "How Media and Technology Shape Food Culture", analysing how food trends spread globally through technology and sharing examples such as food blogs or viral recipes. The teacher gives constructive feedback on grammar, pronunciation, and vocabulary choice and use along with fostering both linguistic accuracy and creative expression. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe global cuisines; cultural food habits and cultures; the impact of technology and media on people's lives and culture in English by using target vocabulary and target grammar.

Activity 1: Food Around the World Matching Game

Students engage in a "Food Around the World Matching Game", where they match pictures of global dishes (e.g. sushi, tacos, kebabs) to their names. They complete a "Cultural Food Facts Worksheet", by filling in blanks with simple vocabulary such as "Pizza is from _____ (Italy)" or "Sushi is eaten in _____ (Japan)". The teacher provides feedback on the language including grammar, pronunciation, and vocabulary choice and use along with creativity, by offering suggestions for improvement where needed. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 7: LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: Impact of technology on global issues; impact of consumerism on people's life and nature

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

CLASS HOURS 17

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

CONCEPTUAL SKILLS -

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

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

Values

V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V17. Thriftiness, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Counselling and Career Planning, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.8.7.L1. Students can prepare and get ready for listening (to)/watching about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.8.7.L2. Students can bring together the information in the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.8.7.L3. Students can make sense of and derive meaning from the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.8.7.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.8.7.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.8.7.R1. Students can prepare for reading the content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.8.7.R2. Students can bring information together about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.8.7.R3. Students can make sense of and derive meaning from the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.8.7.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.8.7.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*

- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.8.7.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.8.7.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.8.7.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.

- c) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.8.7.W3. Students can construct new written content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.8.7.W4. Students can practise producing written content based on the current theme “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.8.7.W5. Students can engage in the process of writing related to the content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.8.7.W6. Students can reconstruct their writing about the current theme on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.8.7.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.8.7.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.8.7.S2. Students can analyse and understand the model content related to “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.8.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*

- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.8.7.S4. Students can construct meaningful spoken content about “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.8.7.S5. Students can reconstruct the information about “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.8.7.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: Impact of technology on global issues; impact of consumerism on people's life and nature

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for impact of technology on global issues: Nouns: An analysis, an application, a benefit, a challenge, data (plural) (datum-singular), development, a device, an impact, an innovation, a patient, privacy, a robot, technology, a treatment. Verbs: To analyse, to apply, to benefit, to develop, to diagnose, to implement, to process, to treat. Adjectives: Advanced, beneficial, challenging, innovative, medical, technological. Adverbs: Accurately.

Vocabulary for impact of consumerism on people's life and nature: Nouns: Consumption, environment, pollution, a resource, a waste. Verbs: To consume, to pollute, to purchase. Adjectives: Durable, environmental, wasteful. Adverbs: Excessively, environmentally.

Target Grammatical Structures in Use:

Target Language Grammar in Use:

- Reported Speech: Modals in the Past for Reporting in Daily Speech: (The commission explained that the aid could have been distributed faster if the roads hadn't been blocked).
- Modals in the Past: (The evacuation should have been carried out earlier to save more lives).
- "Could have V3": (It could have been Sarah making the noise last night).
- "Must have V3" (She must have been asleep when I walked in the room).
- "Need have V3" (You needn't have gotten up so early).
- "Should have V3" (They should have arrived a long time ago).
- "Would have V3": (He would have helped you if you had asked him).
- "Can't have V3": (They can't have been at school).

Functions of Target Grammatical Structures in Use:

- Use of Reported Speech: Modals in the Past for Reporting in Daily Speech: Reporting past ability, suggestion, obligation or assumption.
- Use of Modals in the Past: Expressing past possibilities, obligations, and regrets.

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

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

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

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

Target Social Language in Use:

Our teacher is always in the driver's seat!

Our "throw away society" consumes too much!

This tech team is at the cutting edge!

We need to protect the environment to reach the light at the end of the tunnel.

Target Phonological Sounds in Use:

Vowel: u

Consonants: q, r, s, t

Vowel: u: (/ju: /, /ʌ /, /ju: /, silent /u /)

Consonants: q: (/kju: /, /k /); r: (/ɑ: / (Br), silent /r / (Br), /a / (AmE), /ɹ / (AmE), silent /r / (Br)); s: (/s /, /ɛs /, /z /, silent /s /); t: (/ti: /, /t /, silent /t /)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme "impact of technology on global issues (AI, data, healthcare); impact of consumerism on people's life and nature" is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in year 8 of lower secondary school may know what "impact of technology on global issues (AI, data, healthcare); impact of consumerism on people's life and nature" means, but may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts:

Technology, global issues (AI, data, healthcare), impact of technology, impact of technology on global issues (AI, data, healthcare), consumerism, people's life, nature, impact of consumerism, impact of consumerism on people's life, impact of consumerism on nature

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

PERFORMANCE ASSIGNMENT: Students will write a "future diary" about their ideas and dreams related to time travel and future technologies. They can imagine what it would be like to travel to the future and describe the things they will see, the people they will meet, and the adventures they will have. In addition, they will explore how future technologies, like AI, robots, and robotics, could change life and how consumer habits impact people's lives and nature. They will write about how robots might help people at work, in schools, or at home, and what daily life will look like with these advanced technologies. Their writing can include creative stories, short descriptions, and drawings to show their thoughts about time travel and future technologies. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme includes the concept of "life in nature & global problems" with its components such as impact of technology on global issues (AI, data, healthcare); impact of consumerism on people's life and nature and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in year 8 of a lower secondary school may know what school life and education, school rules, roles and responsibilities, activities and events at school mean their own language as it is known that almost all

people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower secondary school, they can know some basic vocabulary about “life in nature & global problems” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in year 8 of lower secondary school are ready to learn the concept of “impact of technology on global issues (AI, data, healthcare); impact of consumerism on people’s life and nature” cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss about the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and/or a marking scheme during these practices.)

Establishing Links

Students are asked to recall the concept of “life in nature and global problems” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher. They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story,

watching a pantomime/ online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

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

ENG.8.7.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “life in nature” where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the “life in nature” to prepare themselves to work on guessing the topic of the current theme, “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” **(V10.2, V11.3, V17.1, V17.2, V17.3, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.8.7.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V10.2, V11.3, V17.1, V17.2, V17.3, LS1, LS4, LS5, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.8.7.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V10.2, V11.3, V17.1, V17.2, V17.3, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard: impact of technology on global issues; impact of consumerism on people’s life and nature which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V10.2, V11.3, V17.1, V17.2, V17.3, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG.8.7.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” and that their guesses were correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS.2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.8.7.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6**,

D2.3, SELS3.1, V4.1, V5.1, LS2, LS5). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG.8.7.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme: impact of technology on global issues; impact of consumerism on people's life and nature (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this

way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then she/he asks them whether they understand the meaning of the part/ paragraph (**D3.8, SELS3.1**). She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/phrase/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/ “the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what

they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “life in nature and global problems

with impact of technology on global issues; impact of consumerism on people’s life and nature” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “impact of technology on global issues; impact of consumerism on people’s life and nature” vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.8.7.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)** While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.7.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.8.7.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: "impact of technology on global issues; impact of consumerism on people's life and nature" (**D3.6, V10.2, V11.3, V17.1, V17.2, V17.3, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching-comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.8.7.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what school problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about "impact of technology on global issues; impact of consumerism on people's life and nature" with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V10.2, V11.3, V17.1, V17.2, V17.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.8.7.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.8.7.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG.8.7.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG.8.7.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG.8.7.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on different impact of technology on global issues; impact of consumerism on people’s life and nature for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V10.2, V11.3, V17.1, V17.2, V17.3, LS5, CS2.14, CS3.3**).

Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG.8.7.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.8.7.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V10.2, V11.3, V17.1, V17.2, V17.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.7.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.8.7.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.8.7.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V10.2, V11.3, V17.1, V17.2, V17.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.8.7.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.8.7.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.8.7.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.7.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also, they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION**Expansion**

Objective: To talk about the impact of technology on global issues (AI, data, healthcare) and the impact of consumerism on people's lives and nature in English by using the target vocabulary.

Activity 1: Debate Activity

Students engage in a debate on technology and consumerism, critically analysing statements such as "Technology addresses global challenges" and using terms such as "innovation" and "overconsumption". They also conduct a research and presentation activity, exploring topics such as "How advanced technology improves healthcare" or "The impact of fast fashion on nature", followed by a 2-minute presentation with visuals. For a creative challenge, students write a story or essay imagining a future where technology resolves global issues or where consumerism leads to environmental problems. The teacher gives feedback on correct use of the target language including target vocabulary, grammar and pronunciation along with the meaningful production. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe the impact of technology on global issues (AI, data, healthcare) and the impact of consumerism on people's lives and nature in English by using target vocabulary.

Activity 1: Matching

Students work on a picture-based vocabulary matching activity, where they match pictures of robots, hospitals, shopping bags, factories etc. to words such as "robot", "pollution", and "hospital". They also complete "Fill-in-the-Blanks sentences", such as "AI is used in _____ (hospitals/forests)", to practice vocabulary in context. The teacher gives feedback on correct use of the target language including target vocabulary, grammar and pronunciation along with the meaningful production. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 8: LIFE IN THE UNIVERSE & THE FUTURE

Sub-themes: Search for habitable planets and famous space missions; plans and hopes for the future

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

CLASS HOURS 17

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

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional

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

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

**INTERDISCIPLINARY**

RELATIONS Turkish, Maths, Physical Education, Visual Arts and Music, Information Technologies and Software (IT), Counselling

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.8.8.L1. Students can prepare and get ready for listening (to)/watching about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.8.8.L2. Students can bring together the information in the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.8.8.L3. Students can make sense of and derive meaning from the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.8.8.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.8.8.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.8.8.R1. Students can prepare for reading the content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.8.8.R2. Students can bring information together about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*

- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.8.8.R3. Students can make sense of and derive meaning from the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.8.8.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.8.8.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*

- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.8.8.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.8.8.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*

- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.8.8.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.8.8.W3. Students can construct new written content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.8.8.W4. Students can practise producing written content based on the current theme “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.8.8.W5. Students can engage in the process of writing related to the content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*

- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.8.8.W6. Students can reconstruct their writing about the current theme on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.8.8.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.8.8.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.8.8.S2. Students can analyse and understand the model content related to “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.8.8.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and*

appropriate to their age and language level.

- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.8.8.S4. Students can construct meaningful spoken content about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.8.8.S5. Students can reconstruct the information about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.8.8.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE UNIVERSE & THE FUTURE

Sub-themes: Search for habitable planets and famous space missions; plans and hopes for the future

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for search for habitable planets and famous space missions: Nouns: Space exploration, habitable planets, exoplanets, astronomy, space missions, telescopes, observatories, Mars, the Moon, space probes, colonisation, space station, black holes, the Milky Way, galaxies, space travel, interstellar, discovery, orbit. Verbs: To explore, to discover, to colonise, to launch, to orbit, to investigate, to travel, to observe, to land, to research, to analyse, to travel beyond, to reach, to survive. Adjectives: Habitable, distant, mysterious, vast, infinite, groundbreaking, innovative, extraterrestrial, unknown, advanced, astronomical, intergalactic. Adverbs: Exponentially, vastly, theoretically, beyond, remotely, globally, potentially, further.

Vocabulary for plans and hopes for the future: Nouns: Future, plans, hopes, ambitions, innovation, technology, sustainability, progress, challenges, society, advancements, opportunities, global change, vision, breakthroughs. Verbs: To aim, to envision, to innovate, to achieve, to develop, to invest, to predict, to challenge, to create, to overcome, to aspire. Adjectives: Innovative, optimistic, sustainable, achievable, futuristic, ambitious, forward-thinking, progressive, transformative. Adverbs: Boldly, strategically, progressively, ambitiously, confidently.

Target Grammatical Structures in Use:

-Conditional Type 3: (If the space agency had received more funding, they would have been able to launch a new spacecraft this year).

-Wish Clauses (was/were): (I wish there was/were less dust in the atmosphere so we could see the stars clearly).

-If only: (If only astronauts were able to travel to distant galaxies, we would know more about space).

Functions of Target Language Grammar in Use:

-Use of Conditional Type 3: Expressing hypothetical or unreal situations in the past.

-Use of Wish Clauses: Expressing regret about past actions or unreal situations in the present or future.

-Use of "If only": Expressing regret or a strong wish for a present or past situation.

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

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

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

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

Target Social Language in Use:

Shoot for the stars if you want to be successful!

She's over the moon because she got a high mark in the exam!

Space explorers are crossing new frontiers!

She's beyond the stars because she became an astronaut!

Target Phonological Sounds in Use:

Consonants: v, w, x, y, z

Consonants: v: (/vi:/, /v/); w: (/w/, silent /w/); x: (/ɛks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /i:/); z: (/zed/ (Br), /zi:/ (AmE), /z/).

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “life in the universe and the future with its components such as search for habitable planets and famous space missions; plans and hopes for the future” is present in almost all languages. Students who start to learn a new language inevitably bring with them their pre-existing knowledge and transfer it to their new language learning context. For example, a student in year 8 of lower secondary school may know what “life in the universe and the future with its components such as search for habitable planets and famous space missions; plans and hopes for the future” means but may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case English.

Key Concepts:

Planets, habitable planets, search for habitable planets, space missions, famous space missions, plans, hopes, the future, plans for the future, hopes for the future.

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

PERFORMANCE ASSIGNMENT: Students will design a brochure about space exploration by focussing on the search for habitable planets and famous missions. The brochure should explain key terms like “exoplanets” and “habitable zones” while highlighting future ambitions like colonisation and technological progress. Using creative visuals and target grammar (e.g. conditional sentences: “If we had more resources, space missions could expand”), students will present their brochures in class to inspire others about the possibilities of space exploration. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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

This theme includes the concept of “life in the universe and the future” with its components such as search for habitable planets and famous space missions; plans and hopes for the future and it is assumed that it could be present in almost all languages, with some exceptions. It is assumed that a student in year 8 of lower secondary school may know what school life and education, school rules, roles and responsibilities, activities and events at school mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower secondary school, they can know some basic vocabulary about “life in the universe and the future” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is assumed that these students in (after prep) year 8 (eight) of a lower secondary school are ready to learn the concept of "life in the universe and the future with its components such as search for habitable planets and famous space missions; plans and hopes for the future" cognitively, affectively, and socially since it is appropriate to their age and language level. Therefore, a contextual poster or a large picture could be provided for the students to remember and practise the items that they are related and previously learnt so that they can discuss about the poster and/or the picture in pairs and write down what they remember. This session can help them revise all the related vocabulary and grammatical elements that they have already learnt from previous themes or from previous years as a preparatory practice. In this way, their performance can be evaluated in terms of how much they remember and how accurately they use these items to build their competence in the current theme. It can help the teacher decide what to emphasise, revise, and practise in order to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics, a rating scale, and /or a marking scheme during these practices.).

Establishing Links

Students are asked to recall the concept of "life in the universe and the future" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher. They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practicing

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/ rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/ online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic and sub-themes, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by

a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG.8.8.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “life in the universe and the future” where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the “life in the universe and the future” to prepare themselves to work on guessing the topic of the current theme, “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” **(V3.2, V3.3, V11.1, V16.3, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG.8.8.L2.

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V3.2, V3.3, V11.1, V16.3, LS1, LS4, LS5, CS2.2)**. They are expected to realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG.8.8.L3.

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V3.2, V3.3, V11.1, V16.3, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING:

Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard: search for habitable planets and famous space missions; plans and hopes for the future which are on the target vocabulary list of the related theme as clues to the components of the current theme (**D3.7, V3.2, V3.3, V11.1, V16.3, LS5**). She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the components of the theme further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say the headings (components) together as a whole class. In this way, the main components of the theme are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG.8.8.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about “life in

the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” and that their guesses were correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS.2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG.8.8.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum Section (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get

help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum Section. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG.8.8.V1.

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/ white board/blackboard in relation to the main components of the theme: search for habitable planets and famous space missions; plans and hopes for the future **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/ circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about "life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future", the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/ whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the

non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/ paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/ “the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions, etc. such as “but, and, fearless, quickly, too much, tomorrow, etc.” anything that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section “Indicators for learning”.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students are expected to choose the correct option when they hear the words for the theme “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for

the future” and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum Section. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target “search for habitable planets and famous space missions; plans and hopes for the future” vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG.8.8.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising - discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**) While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read

and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.8.R1.

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension,

improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG.8.8.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard: “search for habitable planets and famous space missions; plans and hopes for the future” (**D3.6, V3.2, V3.3, V11.1, V16.3, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/ circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/ watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG.8.8.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme in terms of what school problems; challenges for students in education; role of parents in education; purpose of education; national days and celebrations mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about “search for habitable planets and famous space missions; plans and hopes for the future” with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.2, V3.3, V11.1, V16.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG.8.8.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG.8.8.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” to make a link between what they know and what they are going to write about **(D3.2, SELS1.1, CS2.12)**. This includes examining all the audio/visual sources and elements provided for understanding the writing task **(V3.2, LS1, CS2.2)**.

ENG.8.8.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given **(CS2.2)**. These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully **(V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1)**.

ENG.8.8.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own **(V16.1)**. They participate in several writing activities individually, in pairs, in groups and as a whole class **(D2.3, SELS2.2, V4.1)**. Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(SELS2.1, LS1, CS2.13)**.

ENG.8.8.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic **(D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20)**. They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects **(D1.4, SELS2.2, V3.4, V4.1, V4.2)**. Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on different search for habitable planets and famous space missions; plans and hopes for the future for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others **(SELS3.2, SELS3.3, V3.2, V3.3, V11.1, V16.3, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9)**.

ENG.8.8.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories,

dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG.8.8.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the current content through their writing tasks (**V3.2, V3.3, V11.1, V16.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.8.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG.8.8.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG.8.8.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme "life in the universe and the future with search for habitable

planets and famous space missions; plans and hopes for the future” in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.2, V3.3, V11.1, V16.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG.8.8.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG.8.8.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**D3.6, SELS2.1, CS2.13**).

ENG.8.8.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum Section.

ENG.8.8.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also, they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about the search for habitable planets and famous space missions; plans and hopes for the future in English by using the target vocabulary and target grammatical items.

Activity 1: Mission to the Stars

Students engage in a “Mission to the Stars” activity, where they work in groups to create a detailed plan for a space mission to explore a new planet. They outline the mission’s purpose, the equipment needed, and the challenges they might face by presenting their work with visuals and short explanations. They also write a “Letter from the Future”, imagining they live on another planet and describing their daily life, including the technology they use and the environment around them. Finally, they create a “Futuristic News Report” where they record or act out a broadcast about a groundbreaking discovery in space exploration. The teacher listens and gives feedback on creativity, accuracy, word choice and use, and pronunciation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe the search for habitable planets and famous space missions; plans and hopes for the future in English by using target vocabulary and target grammatical items.

Activity 1: Design Your Imaginary Planet

Students participate in a “Design Your Imaginary Planet” activity where they imagine and create a habitable planet using drawings or craft materials. They give it a name, describe its key features (e.g. “It has two moons” or “It is covered in water”), and present their ideas to the class. After each presentation, the teacher listens and gives feedback on language accuracy, choice, use and creativity. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



