



KKTC

MİLLÎ EĞİTİM BAKANLIĞI

**İNGİLİZCE DERSİ 3-8. SINIFLAR
ÖĞRETİM PROGRAMI**

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RATIONALE

At present, the English language program on offer between and across the primary and secondary levels (years 3-8) in the state schools of the Ministry of National Education in the Turkish Republic of Northern Cyprus is not entirely cohesive and coherent. Specifically, the goals, syllabi, and learning outcomes of the respective years do not align to and do not complement each other. Moreover, the current English language program should take into account the requirements of the contemporary language education so that it can promote learners' overall development, autonomy, English proficiency, critical thinking, creative, and effective communication skills for their further education, training, and prospective work.

Therefore, there is a dire need to revise the English language program from the primary to the secondary levels (years 3-8), to ensure cohesion between the goals, syllabi, and learning outcomes across the related levels, thus overall sustain the coherence of the English language instruction. In this regard it is envisaged that the English language program on offer will be improved in light of the feedback from all stakeholders, in accordance with the Common European Framework of Reference for Language Programs (CEFR, A1-A2) and European Language Portfolio, as well as in view of the increasing role of English for inter- and cross-cultural communication, especially through Computer-Mediated Communication (CMC) tools. It is also envisaged that the program will take into account environmental problems, universal and societal values, and needs.

GOAL

To educate, through a contemporary English language program and quality learning experiences, knowledgeable, skilled, and competent-responsible and autonomous language learners (years 3-8, CEFR, A2) who will be sensitive and (pro)active in terms of environmental problems, universal and societal values and needs in the increasingly globalized world.

ENGLISH PROGRAM LEARNING OUTCOMES

On **successful completion** of Year 8 English language learners will have

- developed understanding and ability to use English expressions and sentences in relation to familiar and routine topics

- developed ability to communicate and exchange information in the target language on familiar and routine topics
- developed ability to describe in adequate English aspects/topics of immediate relevance
- acquired competence in terms of assuming responsibility for task completion in the target language
- developed ability to adapt to the context in solving problems in English
- developed reflective and self-assessment skills through portfolio work
- acquired adequate CMC related skills for English language learning and use
- developed (pro)active approach to environmental problems, universal and societal values and needs in the increasingly globalized world.

YEAR 3

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
1 My Classroom	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u> Verb to be (inverted questions and short answers)	Listening and responding to basic greeting phrases	Understanding basic social and classroom interaction	SI: interacting in a simple way provided the interlocutor speaks slowly and clearly	Writing simple sentences related to self-introduction writing names of classroom objects	IW: Learners create a name plate.	Literacy	Good citizen (Social awareness)	
	-develop ability to make introductions on self	Pronouns: <i>I, you, it, they</i>	Listening to basic questions in a conversation related to self	Understanding the main idea of short sentences related to self	SP: introducing self by providing basic information	Answering simple inverted questions using simple words about classroom objects	IW: Learners add speech bubbles to a class or a family photo to introduce people using the structures taught.	Cooperative learning		
	-attain basic competence in terms of supervised completion of simple tasks	Question words: <i>What, How many</i>	Following basic classroom instructions	Understanding the main idea of short sentences related to classroom instructions and objects	SP: pointing and asking questions about classroom objects	Writing sentences related to possessions	IW: Learners complete a very simple table/form.	Personal and social capability (Inter-personal communication, Social interaction)		
		Demonstratives: <i>this/that</i>	Listening to short texts related to classroom environment	Identifying letters of the alphabet and learning spelling of classroom objects	SP: counting by using numbers (1-20)	Using numbers (1-20) in relevant sentences	GW: Learners make flashcards of the classroom objects or name tags for door, board, table, chair etc.	Creativity		
		<i>I have got...</i>	Listening and responding to simple questions about classroom objects	Reading and understanding simple sentences about classroom objects	SP: producing sentences giving numbers of things	Identifying features of	IW: Learners draw a school			
		<u>Lexis:</u>								
		School								
		Numbers (1-20)								

			objects	Reading and understanding very simple sentences related to personal possessions	colours of objects in learners' immediate environment SI: asking and answering questions about phone numbers	school environment and classroom objects	<p>bag and write their name, surname, school, class and teacher name on it.</p> <p>WCA: Game <i>Spelling Bee</i></p> <p>WCA: Game <i>Simon Says</i> (classroom Instructions)</p> <p>PW: Learners make a display <i>My Pencil Case</i> or <i>My School Bag</i> and name the objects.</p> <p>WCA: Game <i>Bingo</i></p> <p>WCA: Songs <i>Five Little Ducks</i> <i>Ten Little Indians</i> <i>1, 2, 3, 4, 5 Fish</i></p>			
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YEAR 3

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment	
		Lexis and Grammar	Receptive Skills		Productive Skills						
			Listening	Reading	Speaking	Writing					
2 My Family and Friends	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u> Personal pronouns: <i>he, she</i>	Listening for key/specific information about people	Reading and understanding simple sentences related to family and friends	SP: identifying and naming family members and their occupation	Writing answers to simple questions about family members and friends	WCA: Game <i>Spelling Bee</i> (family words)	Literacy	Good citizen (Social awareness)	Quiz 1: <i>at the end of Unit 2 including units 1 & 2- four skills</i> (20%)	
	-develop ability to make introductions on self	Question words: <i>Who, How many</i>	Following a slow and carefully articulated speech about people and their jobs	Reading and understanding simple texts about people	SI: asking for and giving basic personal information about family members and friends	Answering questions about how many brothers/sisters they have got	IW: Learners bring or draw a picture of their family and present it to the class.	Cooperative learning			Personal and social capability (Inter-personal communication, Social interaction)
	-attain basic competence in terms of supervised completion of simple tasks	Possessive pronouns: <i>my, your</i>	Reading and identifying important ideas in a simple text	Reading and identifying important ideas in a simple text	SI: asking and answering questions about who is in their family	Completing a simple form with basic information about self or others	IW: Learners listen to a short text about someone and fill in an ID form (prepared by the teacher) with name, surname, age, number of sisters and brothers.	Creativity			
	- develop reflective and self-assessment skills through portfolio work	<u>Lexis:</u> Family	Listening and responding to simple questions about other people		SI: asking and giving help		PW: Learners prepare a classroom display about jobs.				
		Jobs									
							Portfolio Dossier:				

							IW: Learners prepare an ID card for family members and themselves (name, surname, age, parents' job, number of sisters/brothers, etc.)			
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YEAR 3

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
3 Body and Appearance	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u> <i>Have got/has got</i> (affirmative, question form and short answer)	Listening and understanding basic self-description phrases	Reading and understanding short texts about people and their physical appearance	SP: describing someone’s physical appearance in short sentences	Writing sentences describing self by using related adjectives	IW: Learners do craft projects by using words related to body.	Literacy	Good citizen (Collaboration, Social awareness) Safety and taffic (Health literacy)	
	-develop ability to make introductions on self	Possessive pronouns: <i>his/her</i>	Listening and understanding short sentences / utterances about functions of senses	Understanding short descriptions of people in their immediate environment	SI: exchanging very basic information about others’ or pets’ body parts using related adjectives	Writing short descriptive sentences	PW: Learners search magazines or the Internet for pictures that describe the adjectives taught and prepare a display using the related adjectives.	Personal and social capability (Inter-personal communication, Social interaction)		
	-attain basic competence in terms of supervised completion of simple tasks	<u>Lexis:</u> Size (adjectives)	Listening and understanding a recording about keeping clean	Reading and understanding simple sentences related to senses and what people can do with them	SI: asking and answering questions related to self and others’ physical appearance	Writing short sentences about family members’ physical features	taught and prepare a display using the related adjectives.	Creativity		
	- develop reflective and self-assessment skills through portfolio work	Appearance (adjectives)					ICT literacy			
		Body								
		Senses								
	-acquire basic CMC related skills for English language learning						IW: Learners bring their photos to the classroom and give a very short presentation on the colour of eyes, hair, clothes.			
							WCA: Game <i>Guess Who</i>			
							WCA: Songs <i>Head, shoulders,</i>			

							<p><i>knees and toes</i></p> <p><i>Hokey Cokey</i></p> <p>GW: <i>My Monster</i> In groups, learners make a monster mask with different numbers of eyes, ears, mouths and noses and talk about it or play a game. Each group member's mask will be created by all members.</p> <p><u>Portfolio</u> <u>Dossier:</u></p> <p>IW: Learners make a poster <i>My senses</i>.</p>			
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YEAR 3

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment	
		Lexis and Grammar	Receptive Skills		Productive Skills						
			Listening	Reading	Speaking	Writing					
4 Colours and Clothes	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u> <i>What are you wearing?</i>	Listening and answering questions about the colour of learners’ eyes, hair and clothes	Reading and identifying clothing items in short texts	SP: naming and identifying clothing items	Writing names of clothing items and their colours	WCA: Game <i>Washing Line</i>	Literacy	Good citizen (Collaboration, Social awareness)	Quiz 2: <i>at the end of Unit 4 including units 3 & 4- four skills</i> (20%)	
	-develop ability to make introductions on self	<u>Lexis:</u> Clothes	Listening and responding to simple questions about clothing items	Reading and understanding sentences about what people are wearing	SP: saying colours of familiar objects	Responding, with a word or phrase, to simple questions about clothes and weather	GW: Learners prepare a poster on clothes and label each item for weather condition.	Personal and social capability (Inter-personal communication, Social interaction)	Safety and traffic (Health literacy)	Homework (10%)	
	-attain basic competence in terms of supervised completion of simple tasks	Weather	Listening and understanding a text about weather	Reading and understanding phrases about weather and different landscapes	SP: talking about what someone is wearing	Describing people by giving information about their clothes	PW: Learners prepare traffic lights .	Problem solving		Participation (10%)	
	- develop reflective and self-assessment skills through portfolio work	Landscape			SI: exchanging information on weather, colours and clothing items by using relevant lexis and structures	Writing simple sentences describing different weather and places	IW: Learners listen to a short text about clothes and colour the related pictures.	Creativity		Portfolio (15%)	
	-acquire basic CMC related skills for English language learning	Colours			SI: asking and answering questions about appropriate clothing for different weather and places		PW: Game <i>Guess Who</i> GW: Learners bring different clothes from home and prepare a fashion show	ICT literacy			
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							<p>on <i>Funny Clothes</i> (Each student will say what he/she is wearing).</p> <p><u>Portfolio Dossier:</u></p> <p>IW: Learners search the Internet for their traditional clothes for men and women. Then they print, cut out and paste related pictures into their portfolio.</p>			<p><i>four skills</i> (4 skills) (25%)</p>
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YEAR 3

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
5 My Home	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u>	Listening to a short text and identifying vocabulary related to rooms of the house	Reading and identifying house related vocabulary in short texts	SP: saying what people are doing in a picture	Writing a descriptive short paragraph about one's house	PW: Learners exchange short descriptions/e-mails about their houses and the main features of their environment.	Literacy	Good citizen (Social awareness, Environmental literacy) Safety and traffic (Health literacy)	
	-attain basic competence in terms of supervised completion of simple tasks	Present Continuous Tense (affirmative and question form)	Listening and extracting information about the actions of people in the rooms of a house	Reading and understanding about current and continuous actions	SP: producing short sentences related to buildings and providing information about their shapes	Writing sentences describing activities at home using related action words	GW: Learners design a shelter or a house for animals.	Cooperative learning		
	- develop reflective and self-assessment skills through portfolio work	<u>Lexis:</u>	Listening and recognizing actions in pictures	Reading and understanding a short text related to daily activities at home	SI: asking and answering questions related to activities at home	Writing sentences about daily activities / chores	PW: Learners draw actions on a paper and they try to guess the actions.	Personal and social capability (Inter-personal communication, Social interaction)		
	-acquire basic CMC related skills for English language learning	Actions						Creativity		
	- develop sensitivity to environmental problems	House			SP: describing the actions happening at the moment of speaking		PW: Learners search the Internet for information on different house shapes in the world and make a poster <i>House</i>	ICT literacy		
								Critical thinking		

							<p><i>Shapes.</i></p> <p>WCA: Songs <i>This is the way</i> <i>The wheels on the bus</i></p> <p><u>Portfolio Dossier:</u></p> <p>IW: Learners do a project about their dream house and its shape. Then they give very short presentations on their project.</p>			
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YEAR 3

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
6 Animals	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u>	Listening and identifying names of animals	Understanding simple sentences about animals	SP: identifying and naming farm animals	Writing names of animals	WCA: Guess the animal (miming animals)	Literacy	Sensitive and effective citizenship (Collaboration, Social awareness Environmental literacy) Safety and traffic (Health literacy)	Quiz 1: <i>at the end of Unit 6 including units 5 & 6 - four skills</i> (20%)
	-attain basic competence in terms of supervised completion of simple tasks	Present Continuous Tense (affirmative and question form)	Listening to and responding appropriately to questions about animals' physical and emotional state	Reading and understanding sentences related to how people feel	SP: talking about animals and what they are doing	Writing sentences to describe what animals are doing	WCA: Song <i>Old Mc Donald had a Farm</i>	Personal and social capability (Inter-personal communication, Social interaction)		
	- develop reflective and self-assessment skills through portfolio work	<u>Lexis:</u>	Comprehending a short text about animals	SP: talking about the importance of being kind to animals	Responding with a word or phrase to simple questions about animals, their actions and emotions	IW: Learners prepare a classroom display about their pet, a wild or farm animal.	Creativity	Problem solving		
	-acquire basic CMC related skills for English language learning	Actions	Listening for specific information in short texts about animals	Reading and understanding about current and continuous actions	SI: exchanging information on animals and pets providing actions, number, and colours	GW: Learners search the Internet for information on Cyprus donkeys and give a short related presentation.	ICT literacy	Entrepreneurship (Initiative taking/self-direction)		
	- develop sensitivity to environmental problems	Animals								
		Feelings and emotions (adjectives)								

							<u>Portfolio</u> <u>Dossier:</u> <i>IW: Be Kind To Animals</i> Learners will draw pictures and write sentences.			
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YEAR 3

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
7 Food	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u> <i>I like/I don't like</i> <i>I eat/drink for breakfast/lunch/ dinner</i>	Listening and recognizing food related vocabulary in short sentences	Reading and understanding the main idea of short texts with vocabulary related to learners' most immediate environment	SP: speaking about food they have got for different occasions	Writing sentences about daily routines of self and others related to nutrition	PW: Learners prepare a restaurant menu.	Literacy	Good citizen (Collaboration, Social awareness, Cross-cultural awareness) Safety and traffic (Health literacy)	
	-develop ability to make introductions on self	<i>He/she eats/drinks... for breakfast/lunch/ dinner</i>	Listening and understanding simple conversations about likes and dislikes	Reading and understanding simple texts related to people and the food they have got	SI: asking and answering simple questions about what someone has got to eat or drink	Expressing food choices of people in learners' immediate environment by writing short sentences using related vocabulary	IW: Learners draw/create plates for each day of the week and draw the food they like on plates.	Cooperative learning		
	-attain basic competence in terms of supervised completion of simple tasks	<u>Lexis:</u> Food Days of week	Listening and understanding simple conversations about what one has got to eat or drink for different occasions	Reading and understanding short texts about food (indicating if it is salty, sweet, healthy or unhealthy)	SI: practicing asking and answering questions about own and peers' food choice	Writing sentences about their favourite food	GW: Learners prepare a poster <i>Sweet and Salty Food</i> .	Personal and social capability (Inter-personal communication, Social interaction)		
	- develop reflective and self-assessment skills through portfolio work		Listening and understanding simple phrases about the days of the week				IW: Learners search the Internet for information on some famous food in other countries/cultures.	Creativity		
	-acquire basic CMC related skills for English language learning						PW: Learners prepare a poster on	Problem solving		
							<u>Portfolio Dossier:</u> PW: Learners prepare a poster on	ICT literacy		

					good/bad for learners' health SI: asking and answering simple questions about likes and dislikes		healthy food and display it at school.			
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YEAR 3

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
8 My Toys	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u>	Listening and recognizing vocabulary related to toys and games	Reading and understanding sentences related to toys in learners' immediate environment	SP: saying what is present in a picture	Using names of toys in sentences when describing a picture	IW: Learners listen to information and circle the correct toy.	Literacy	Good citizen (Collaboration, Social awareness)	Quiz 2: <i>at the end of Unit 8 including units 5, 6, 7 & 8- four skills</i> (20%)
	-develop ability to make introductions on self	Question word: <i>Where</i>	Listening and understanding a short recording about a room / house description	Reading and understanding a short description of a house and its objects	SP: talking about their favourite toy using two or three sentences	Writing sentences describing toys and their location in a room	IW: Learners listen to a short text and draw toys and furniture in their correct places.	Cooperative learning		
	-attain basic competence in terms of supervised completion of simple tasks	<u>Prepositions of place:</u> <i>in, on, under, near</i>								
	- develop reflective and self-assessment skills through portfolio work	<u>Lexis:</u>								
		Furniture	Listening to a dialogue or a short text and extracting information about location of things in a room	Understanding information related to position of objects in a room/house	SP: saying location of things in a room or a house	Writing a descriptive short paragraph about one's bedroom/house	Personal and social capability (Inter-personal communication (Inter-personal communication, Social interaction))			
		Toys					PW: Craft activity Learners make toys for children in need.	Creativity		
		Personal belongings			SI: asking and answering questions about where things are		IW: Learners prepare a poster on their bedroom and write two or three sentences to describe it.	Problem solving Entrepreneurship (Initiative taking/self-direction)		
							WCA: Game <i>Where is my plane?</i> One of the learners			

							<p>draws her/his toy somewhere in a picture (without showing to the class) and the rest of the class ask questions and try to find where the toy is.</p> <p><u>Portfolio</u> <u>Dossier:</u></p> <p>IW: Learners draw their favourite toy and write two or three sentences about it.</p>			
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YEAR 3

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
9 At the Playground	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u>	Listening and identifying actions in a picture	Reading and understanding simple texts about playground activities	SP: saying what people are doing in the playground	Writing and responding to simple questions about what people are doing in the playground	WCA: One of learners mimes and others guess his/her actions.	Literacy	Safety and traffic (Health literacy)	Homework (10%)
	-develop ability to make introductions on self	Present Continuous Tense (affirmative, question form and short answer)	Understanding the type of an activity by listening to a recording	Reading and answering simple questions about what people are doing	SI: asking and answering questions about actions happening at the moment of speaking	Writing sentences to describe the actions happening in a picture	GW: Learners search the Internet for information on playground.	Cooperative learning	Good citizen (Collaboration, Social awareness, Environmental sensitivity)	Participation (10%)
	-attain basic competence in terms of supervised completion of simple tasks	<i>Let's...</i>	Listening and understanding very short sentences about the importance of looking after their body	Reading and understanding actions happening in a playground	SP: inviting others to perform a playground activity	Writing sentences to make suggestions about what game to play	IW: Learners prepare an album <i>Healthy life</i> from recycled materials. It can include pictures of games, sports, meals.	Personal and social capability (Inter-personal communication, Social interaction)		Portfolio (15%)
	- develop reflective and self-assessment skills through portfolio work	<u>Lexis:</u>	Listening and understanding short sentences about what should be done to help to build a better environment	Reading and understanding a short text about traditional games	SP: identifying and saying the names of the play time activities			Creativity		End of Semester Exam: at the end of Unit 9 including all units - four skills (25%)
	-acquire basic CMC related skills for English language learning	Actions						ICT literacy		
	- develop sensitivity to	Playground						Critical thinking		
		Environment						Entrepreneurship (Initiative taking/self-direction)		
							<u>Portfolio Dossier:</u>			
							PW: Learners prepare a poster <i>Play Time</i> and			

	environmental problems						present it to the class.			
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Abbreviations:

SP: Spoken production

SI: Spoken interaction

IW: Individual Work

PW: Pair Work

GW: Group Work

WCA: Whole Class Activity

YEAR 4

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
1 My School	<p>-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs</p> <p>-develop ability to make introductions on self and others</p> <p>-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English</p> <p>-acquire basic CMC related skills for English language learning and use</p>	<p>The English Alphabet</p> <p>Previous routine interaction</p> <p><u>Grammar:</u> Present Continuous Tense (affirmative/interrogative)</p> <p>Wh-questions (e.g. <i>What is she doing?/ Can I, please? /May I ...? (asking for permission)</i></p> <p>Singular/ Plural nouns</p> <p><i>There is/are</i> (affirmative, interrogative)</p> <p>Preposition of time:<i>on</i></p> <p>Personal</p>	<p>Understanding and responding to routine classroom instructions</p> <p>Listening and singing a song about classroom activities</p>	<p>Identifying numbers</p> <p>Identifying the letters of the alphabet and learning spelling of numbers</p>	<p>SP: Articulating sounds of English</p> <p>SI: Interacting in pairs in a simple way by asking each other about what they are doing</p> <p>SP: Spelling and pronouncing words related to the classroom and school</p> <p>SP: Saying what objects there are in the classroom by using short sentences</p> <p>SI: Asking for permission as relevant to classroom and school life</p>	<p>Writing about classroom objects in short phrases and sentences</p> <p>Writing simple phrases and sentences about own regular school subjects (on each week day on the timetable)</p>	<p>GW: Learners present in groups what others are doing in the class (i.e, <i>School Day Activities</i>).</p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction)</p> <p>Problem solving</p> <p>ICT literacy</p> <p>Critical thinking</p>	<p>Good citizen (Collaboration, Social awareness)</p>	

		<p>pronouns: <i>I, you, we, they, he, she, it</i></p> <p>Possessive adjectives: <i>My, your, his, her, our, their, its</i></p> <p>Possessive 's</p> <p>Wh- questions: <i>What, Whose, How many</i></p> <p><u>Lexis:</u> School School subjects Classroom objects Week days Classroom activities Maths words Numbers 11-100</p>			<p>SP: Talking in simple sentences about school subjects on the timetable</p>					
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YEAR 4

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
2 Games and Sports	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> <i>What do/does you/they/he/she like/love doing? ...like/love/likes/loves + V(ing) (gerund)</i> <i>Have got/ Has got</i> (affirmative, negative, interrogative)	Understanding and completing a simple table by listening to a short recording about parts of the body	Reading about parts of the body and identifying them in pictures	SI: Asking and answering about things learners have SP: Demonstrating animals and their body parts by using short simple sentences	Writing about functions of parts of the body	WCA: Learners discuss what equipment they need when they play games and sports.	Cooperative learning	Collaboration Good citizen (Social awareness, Cross-cultural awareness)	Quiz 1: <i>at the end of Unit 2 including units 1 & 2- four skills</i> (20%)
	-develop ability to make introductions on self and others	<u>Lexis:</u> Outdoor activities	Listening and identifying sounds of musical instruments	Reading about likes of others	SI: Asking and answering about what learners like or love doing	WCA: Learners discuss the importance of turn-taking when speaking at school and at home.	Personal and social capability (Inter-personal communication, Social interaction)	Problem solving		
	-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English	Games and sports	Listening and identifying likes of others			ICT literacy	Critical thinking			
	-develop reflective and self-assessment skills through portfolio work	Body parts (verbs)								
		Playground equipment								
	-acquire basic CMC related	Musical instruments								

YEAR 4

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
3 My House	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> Present Simple Tense <i>to be</i> with contractions (e.g. <i>I'm, She 's, We're, I'm not, isn't, aren't</i>)	Understanding and responding to the main idea of a short sentence related to relatives	Reading and understanding short texts about people, family, and friends	SP: Spelling the names of the family members	Writing short sentences or phrases (using common adjectives) to describe people in learners' immediate surrounding	WCA: Learners ask and answer about what people are doing in a given picture and match their names.	Cooperative learning	Collaboration Good citizen (Social awareness, Environmental literacy) Safety and traffic (Health literacy)	
	-develop ability to make introductions on self and others	Present Continuous Tense (affirmative, negative, interrogative)	Understanding and answering simple questions related to relatives	Reading and understanding the main idea of a short text related to relatives	SI: Asking and answering simple questions about family relationships			Personal and social capability (Inter-personal communication, Social interaction)		
	-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English	Determiners: <i>This/ that/ these/ those</i>	Understanding and completing short texts about people, family and friends	Reading and understanding simple questions related to relatives	SP: Describing people in learners' immediate surrounding by using common adjectives in simple sentences	Writing about what people in a given picture are doing	IW /GW: Learners place pictures of furniture into the picture of a room.	Problem solving		
	-develop reflective and self-assessment skills through portfolio work	Wh-question: <i>Where</i>						Critical thinking		
		Prepositions of place: <i>between, next to, in front of in, on, under,</i>								
		<u>Lexis:</u> Family/Relatives Household objects and furniture Rooms and								
	-develop sensitivity to environmental problems and						<u>Portfolio Dossier:</u> IW: Learners make their own family tree.			

	societal values	sections Description (adjectives)								
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YEAR 4

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
4 My Home Town	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> <i>There is/are</i> (yes/no questions) <i>want to/wants to + verb</i> (sentence/question form)	Understanding and answering questions related to short texts about places in a town	Reading and understanding short texts about description of places	SI: Asking and answering about the location of landmarks	Writing simple directions for safe road crossing	WCA: Learners search the Internet for information on ‘zebra crossing’ (why is it called ‘zebra crossing?’) and discuss its importance. GW: Learners write simple sentences on cards starting with ‘I want to’ (Group A) and ‘There is a’(Group B) (matching the needs and the places).	Cooperative learning	Good citizen (Collaboration, Social awareness) Safety and traffic (traffic rules)	Quiz 2: <i>at the end of Unit 4 including units 3 & 4- four skills</i> (20%)
	-develop ability to make introductions on self and others	Prepositions of place: <i>near, next to, in, between, over (there)</i> Preposition : <i>by</i>	Listening and following simple directions for safe road crossing	Reading about places in a town, and transport in the world	SP: Talking about what learners want to do	Writing short phrases and sentences about the location of landmarks in own and other countries		Personal and social capability (Inter-personal communication,Social interaction)		Homework (10%)
	-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English	<u>Lexis:</u> Places in a town International and local landmarks Means of transport	Listening and identifying the location of places on a given map	Reading about landmarks in the hometown and around the world	SI: Asking and answering about places in a town			Problem solving		Participation (10%)
								ICT literacy		Portfolio (15%)
	-acquire basic CMC related skills for English language learning and use							Critical thinking		End of Semester Exam: <i>at the end of Unit 4 including units 1, 2, 3 & 4 - four skills</i> (4 skills) (25%)

YEAR 4

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
6 Daily Life	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> Present Simple Tense ‘other verbs’ (affirmative form/interrogative/negative/yes-no questions) Preposition of time: <i>on, at</i> Time phrases: <i>every day/night/morning/afternoon / today/midday/ midnight</i> Wh-question: <i>What time (e.g. What’s the time? /what time is it? What time do you go to bed?/ when</i>	Understanding and responding to questions on familiar topic(s)	Reading and understanding short texts about daily routines	SP: Speaking about the main features of learners’ daily routines at home	Writing, in short sentences with relevant time expressions, about learners’ daily routines at home	GW: Learners prepare a clock poster (i.e. a type of clock) and present it to the class.	Cooperative learning	Good citizen (Collaboration, Environmental literacy, Social awareness)	Quiz 1: <i>at the end of Unit 6 including units 5 & 6 - four skills (20%)</i>
	-develop ability to make introductions on self and others		Listening for specific information in short texts on familiar topics	Reading about the history of clocks used long time ago	SI: Asking and answering about the time through short sentences	Writing about learners’ free time and what they do in their free time, such as sports and games	IW: Learners make a video/ sound recording of their daily routines (optional).	Personal and social capability (Inter-personal communication, Social interaction)		
	-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English	<u>Lexis:</u> Daily activities Time-related expressions Expressions for opinion History of clocks	Listening to and understanding the main idea of a short text relevant to the topic	Reading the hours of a clock	SI: By asking simple questions, eliciting and understanding familiar information from other people	Writing short sentences to tell the time based on both analog and digital clocks		Creativity		
			Listening to identify at what time of a day certain activities are done	Reading and understanding a simple TV schedule provided by the teacher			<u>Portfolio Dossier:</u>	Problem solving		
	-develop		Listening and ordering daily activities		SP: Saying when learners are free and what they do		IW: Learners search the Internet for information on a famous person and	ICT literacy		

	<p>reflective and self-assessment skills through portfolio work</p> <p>-acquire basic CMC related skills for English language learning and use</p> <p>-develop sensitivity to environmental problems and societal values</p>				<p>in their free time</p> <p>SI: Exchanging information and responding in short conversations to people about their daily lives</p>		<p>write about his/her daily life.</p>			
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YEAR 4

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
7 Food and Meals	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> Requesting: <i>I'd like/ I want/ I don't want</i> <i>Can I have..?</i> <i>I like/ I don't like/Do you like..?/Yes. I do/No, I don't</i>	Listening for and understanding specific information in short texts about people's likes and dislikes	Reading and understanding short texts about people's likes and dislikes	SP: Stating likes and dislikes in short sentences SP: Linking words or phrases with the connectors 'and' and 'or' in short sentences	Writing about learners' likes and dislikes in short sentences	WCA: Learners discuss about healthy and unhealthy foods. PW: Learners role play about societal values for healthy food.	Cooperative learning Personal and social capability (Inter-personal communication,Social interaction) Creativity	Good citizen (Collaboration, Social awareness, Environmental literacy)Cross-cultural awareness, Safety and traffic (Health literacy)	
	-develop ability to make introductions on self and others	Conjunctions: <i>or, and</i>	Listening for specific information in short simple texts about countries and nationalities	Reading and answering questions related to short texts about people's likes and dislikes	SI: Requesting things and food in polite question form	Connecting words or phrases with the connectors 'and' and 'or' in short sentences	PW: Learners role play about healthy food.	Problem solving Entrepreneurship (Initiative taking/self-direction)		
	-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English	Prepositions of place: <i>from, in</i>		Reading and understanding short texts about local meals	SI: Expressing preference for things and food in short sentences	Writing simple phrases and sentences about local food of learners' own country and lives	IW / GW: Handcraft Learners make flags of different countries.	Critical thinking ICT literacy		
	-develop reflective and self-assessment skills through portfolio work	Present Simple Tense <i>to be</i>		Reading about where different fruits come from	SI: Thanking for things and food requested in short simple		PW: Learners role play being at a party, and make dialogues for requesting and			
		Wh- question: <i>Where fruit comes from</i>		Reading and identifying countries and nationalities						
	-acquire basic CMC related skills for English	<u>Lexis:</u> Flora and fauna								

	<p>language learning and use</p> <p>-develop sensitivity to environmental problems and societal values</p>	<p>Fruit and vegetables</p> <p>Common food and drinks</p> <p>Local meals</p> <p>Countries and nationalities</p> <p>What people eat around the world</p>			<p>dialogues</p> <p>SP: Naming common food and drinks, fruit and vegetables, and local meals</p> <p>SP: Using simple phrases and sentences related to learners' own country and nationality</p> <p>SI: Asking and answering about country and nationality of people in learners' immediate environment</p>		<p>thanking.</p> <p>PW: Learners write a strange recipe.</p> <p><u>Potfolio</u> <u>Dossier:</u></p> <p>IW/ GW: Learners search the Internet for information about traditional food around the world.</p>			
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YEAR 4

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross curricular themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
8 Animals	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> <i>Can/can't</i> (for ability) (affirmative, negative, interrogative)	Understanding short texts about animals and their abilities	Reading and understanding short texts about animals and their abilities	SP: Stating in simple sentences what learners can or cannot do	Writing simple sentences about what learners can or cannot do	IW: Learners search the Internet and prepare on their computers a poster on their favourite animals.	Cooperative learning	Good citizen (Collaboration, Social awareness Environmental literacy)	Quiz 2: <i>at the end of Unit 8 including units 5, 6, 7 & 8 - four skills</i> (20%)
	-develop ability to make introductions on self and others	Conjunctions: <i>and, but</i> <i>Have got/ Has got</i>	Understanding and answering questions about animals and their abilities	Reading and answering questions about animals and their abilities	SP: Stating in simple sentences what animals can or cannot do	Writing simple sentences about what animals can or cannot do	PW: Learners interview others on their abilities.	Creativity		
	-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English	<u>Lexis:</u> Flora and fauna Names of animals Animal habitats		Reading and understanding short texts about nature	SP: Linking words or phrases with the connectors 'and' and 'but' in short sentences	Connecting words or phrases with the connectors 'and' and 'but' in short sentences	<u>Portfolio Dossier:</u> GW: Each group makes a chart on learners' abilities by asking another group 'Can you ...?'	Problem solving		
	-develop reflective and self-assessment skills through portfolio work	Opinion (adjectives)			SI: Asking people about their abilities and giving short answers when asked	Writing short sentences or phrases (using common adjectives) to describe animals in learners' immediate surrounding		ICT literacy		
	-acquire basic CMC related skills for English	Description (adjectives and verbs)			SP: Naming common					

	<p>language learning and use</p> <p>-develop sensitivity to environmental problems and societal values</p>				<p>domestic and wild animals</p> <p>SP: Appreciating animals in learners' immediate surrounding by using common adjectives in simple sentences</p> <p>SP: Referring to the main features of the environment (its flora and fauna) and landscape in short simple sentences</p>	<p>Writing short phrases about animals and their physical appearance (e.g. a big elephant)</p>					
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YEAR 4

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
9 Festivals and Celebrations	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> Present Simple Tense	Understanding and responding appropriately to questions about the weather	Reading and understanding simple texts about the weather	SP: Referring to the main features of the environment (its weather) in short simple sentences	Writing about what to wear in different weather conditions	IW/ PW: Learners search the Internet for information on festivals/ special days in their own and other countries.	Cooperative learning	Good citizen (Collaboration, Environmental literacy, Social awareness,Cross-cultural awareness)	Homework (10%)
	-develop ability to make introductions on self and others	Wh-questions (e.g. <i>What do we wear in winter?/ What's the weather like?</i>)	Understanding comparisons about people and places	Reading and understanding simple texts about people's clothes	SI: In short conversations asking and answering about clothes and weather		IW/PW: Learners find a thief/ missing person by reading a related description/one reads, the other finds the thief/missing person.	Personal and social capability (Inter-personal communication, Social interaction)		Participation (10%)
	-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English	Preposition of time: <i>in</i>	Understanding words and phrases about clothes		SP: Naming seasons and months and relating them to each other		<u>Portfolio Dossier:</u>	Creativity		Portfolio (15%)
		Time adverbs: <i>always, never</i>	Understanding words and phrases about clothes				GW: Learners prepare a poster on seasonal activities.	Problem solving		
		<u>Lexis:</u> Seasons	Understanding words and phrases about weather					ICT literacy		
		Months						Entrepreneurship (Initiative taking/self-direction)		
		Weather						Critical thinking		
	-develop reflective and self-assessment skills through portfolio work	Clothes What clothes people wear in different seasons			SP : Producing short simple phrases or sentences about clothes and weather					
					SP: Presenting a					
										End of Semester Exam: at the end of Unit 9 including all units - four skills (25%)

	-acquire basic CMC related skills for English language learning and use -develop sensitivity to environmental problems and societal values	Seasonal activities International and local festivals and Special Days			poster of seasonal activities to the class in groups					
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Abbreviations:

SP: Spoken production

SI: Spoken interaction

IW: Individual Work

PW: Pair Work

GW: Group Work

WCA: Whole Class Activity

YEAR 5

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
1 My Day	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> Present Simple Tense <i>to be</i> (affirmative, negative, interrogative, yes/no questions)	Listening to sentences and phrases about daily activities	Reading and understanding texts about daily routines	Describing different times of a day	Writing a short text about daily activities using <i>before</i> and <i>after</i> and relevant vocabulary	IW: Learners write a letter about daily life.	Cooperative learning	Good citizen (Collaboration,Social awareness, Environmental sensitivity)	
	-develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance	Object pronouns: <i>me, you, him, her</i>	Listening to description of places and location	Reading and understanding when things happen	Asking and responding to questions about different times of a day	Writing about a day of a famous character who is sensitive to environmental problems (using internet)	PW: Learners exchange information to complete a weekly lesson programme given by their teacher.	Personal and social capability (Inter-personal communication, Social interaction)	Safety and traffic (Health literacy)	
	-develop ability to participate in simple interactions in English with the interlocutor’s assistance	Prepositions of time	Listening to a song ‘Head and Shoulders’	Reading and understanding questions about people, places, and time	Using <i>before</i> and <i>after</i> to talk about when things happen		GW: Using used materials learners create a robot , label parts of the body on it, and present their work to the class.	Creativity		
	-attain adequate competence in terms of	<i>Before school / after dinner</i>		Reading and understanding the main idea of texts related to parts of the body				Problem solving		
		<u>Lexis:</u> Daily routines Times Body parts								
							<u>Portfolio</u> <u>Dossier:</u> Learners make a poster			

	<p>supervised completion of simple tasks and problem-solving in the target language</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-develop sensitivity to environmental problems, universal and societal values and needs in the increasingly globalized world</p>						<p><i>Keep it Clean</i> and present it to the class.</p>			
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YEAR 5

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
2 People and Jobs	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> Present Simple Tense (affirmative, negative, interrogative)	Listening and answering questions related to texts about jobs	Reading and completing a table about family members	SP: Talking about jobs	Writing a paragraph about learners' favorite job	IW: Learners draw pictures of their family members, place them in a self-created frame (using left-over materials), and make their family tree.	Cooperative learning	Collaboration Good citizen (Social awareness, Environmental sensitivity)	Quiz1: <i>at the end of Unit 2 including units 1 & 2- four skills (20%)</i>
	-develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance	Prepositions of place: <i>at, in, on</i> <i>Have to/ has to</i>	Listening and identifying family members	Reading and understanding about jobs people do	SI: Asking and answering questions about uniforms people wear at work	Writing a paragraph about family members and their workplace	GW: Learners make a map of the town and label the places on the map (hospital, police station, farm, restaurant, shop...).	Personal and social capability (Inter-personal communication, Social interaction)		
	-develop ability to participate in simple interactions in English with the interlocutor's assistance	<u>Lexis:</u> Jobs Places Family members	Listening and matching jobs with places	Reading and completing sentences about places where people work	SI: Asking and answering questions about family members			Creativity		
	-develop reflective and self-assessment skills through		Listening and understanding a song		SP: Talking about pocket money			Critical thinking		
					SI: Initiating and participating in interactions about where people work		PW: Learners create a scene that shows workers and their workplace and role play it to the class. <u>Portfolio</u>			

	portfolio work -develop sensitivity to environmental problems, universal and societal values and needs in the increasingly globalized world						<u>Dossier:</u> PW: Learners prepare and give presentation on a creative job to the class.			
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YEAR 5

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
3 Works at Home	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> Adverbs of frequency adj. + noun combinations Wh-questions: <i>What?, When?, Whose?</i>	Listening to sentences and phrases about chores and other kinds of work	Reading, understanding, and completing sentences related to texts about adverbs of frequency	SI: Asking and answering questions about chores using adverbs of frequency	Writing a short paragraph about a typical day using adverbs of frequency and adverbs of time	IW: Using used materials learners create a piece of furniture and present it to the class.	Cooperative learning	Good citizen (Collaboration, Social awareness,Environmental sensitivity)	
	-develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance	<i>Have to/ Has to</i> <u>Lexis:</u> Chores Furniture	Listening to descriptions of furniture	Reading and understanding information on days of week	SP: Talking about furniture	Making a list of chores students have to do at home	GW: Learners prepare a birthday list of the classmates.	Personal and social capability (Inter-personal communication, Social interaction)		
	-develop ability to participate in simple interactions in English with the interlocutor's assistance	<i>Days of week</i> <i>Money</i>	Listening and completing a chart		SI: Asking and answering questions about money		PW: Learners complete a chart with days.	Creativity		
	-attain adequate competence in terms of							Entrepreneurship		

	<p>supervised completion of simple tasks and problem-solving in the target language</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-develop sensitivity to environmental problems, universal and societal values and needs in the increasingly globalized world</p>						it to the class.			
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YEAR 5

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
4 Amazing Animals	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs -develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance -develop ability to participate in simple interactions in English with the interlocutor's assistance -attain adequate competence in	<u>Grammar:</u> <i>Can and can't</i> (for ability) Wh- Questions: <i>Who?, What?, Which?, How?, Why?, Where?</i> Common and irregular nouns Linker: <i>because</i> <u>Lexis:</u> Animals Habitats Landmarks Numbers	Listening to answers-questions related to animals and their habitats Listening and completing a chart about animals and their abilities	Reading and understanding sentences about animals Reading and answering questions about people and their abilities	SI: Asking and answering questions about abilities SP: Talking about animals and their habitats	Writing sentences about a favorite pet Writing sentences about the habitat/abilities of a local animal Writing a short paragraph about what learners can or cannot do	GW: Learners dramatize a scenario and role play an animal in class. IW: Learners search the Internet for information on a local animal and give a related presentation. WCA: Game Playing <i>Bingo</i> with numbers <u>Portfolio Dossier:</u> Learners make a fact sheet about an animal that uses	Cooperative learning Personal and social capability (Inter-personal communication, Social interaction) Creativity Critical thinking ICT literacy	Good citizen (Collaboration,Social awareness,Environmental sensitivity,Cross-cultural awareness)	Quiz2: <i>at the end of Unit 4 including units 3 & 4- four skills (20%)</i> Homework (10%) Participation (10%) Portfolio (15%) End of Semester Exam: at the end of Unit 4 including units 1,2,3 & 4 - four skills (4 skills)(25%)

	<p>terms of supervised completion of simple tasks and problem-solving in the target language</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire average CMC related skills for English language learning and use</p> <p>-develop sensitivity to environmental problems, universal and societal values and needs in the increasingly globalized world</p>	1- 1000					camouflage.			
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YEAR 5

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
5 Weather	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs -develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance -develop ability to participate in simple interactions in English with the interlocutor's assistance -attain adequate competence in terms of supervised	<u>Grammar:</u> Past Simple Tense <i>to be</i> (affirmative, negative, interrogative) Comparatives <u>Lexis :</u> Months Seasons Clothes Points of the compass Weather	Listening and understanding activities done in the past Listening and understanding how people feel Listening and understanding a recording about comparison of seasons and weather Listening and identifying what people wear Understanding sentences about past events and dates Listening for specific information in simple texts on weather and	Reading and understanding sentences about senses Reading and understanding texts about different types of climates Reading and answering questions about weather and seasons Reading and understanding texts about past events	SI: Asking and answering what people wear in different types of weather SP: Comparing the weather today with the weather in the past SP: Talking about past events SI: Asking and giving information about seasons and climate	Writing sentences about favorite climate Using the internet to prepare a poster, and comparing climates in different places Writing sentences about sports which can be done in different climates	IW: Learners google, print out a map of the house and present it to the class using a compass. IW: Learners create dolls using plastic bottles and dress them according to the weather/ climate. <u>Portfolio Dossier:</u> PW: Learners	Cooperative learning Personal and social capability (Inter-personal communication,Social interaction) Creativity Problem solving Entrepreneurship (Initiative taking/self-direction) ICT literacy	Good citizen (Collaboration, Social awareness, Environmental sensitivity, Cross-cultural awareness)	

	<p>completion of simple tasks and problem-solving in the target language</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire average CMC related skills for English language learning and use</p> <p>-develop sensitivity to environmental problems, universal and societal values and needs in the increasingly globalized world</p>		seasons				<p>prepare a poster about clothes in each season in Cyprus and present it to the class.</p>			
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YEAR 5

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
6 Our Senses	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> <i>How does it taste/ smell/ look/ feel?</i>	Eliciting and understanding information about people’s likes and dislikes	Reading and understanding about senses	SP: Talking about how things feel, smell, look, sound or taste	Writing simple sentences about food	PW: Learners make a list of adjectives (<i>sweet, lovely, horrible</i>) and write things that are described with these adjectives (e.g. <i>sweet – chocolate...</i>).	Cooperative learning	Good citizen (Collaboration, Social awareness, Environmental Sensitivity)	Quiz1: <i>at the end of Unit 6 including units 5 & 6 - four skills (20%)</i>
	-develop ability to make introductions on self/others and engage in basic questions- answers in the target language on topics of personal relevance	Adjectives of state (<i>hungry, thirsty, tired, cold, sad, happy</i>)	Listening and identifying how things feel, look, smell, sound or taste	Reading and understanding about likes and dislikes	SI: Asking and answering questions about likes and dislikes	Writing a series of simple phrases and sentences about senses	WCA: Learners describe and identify an object using senses with closed eyes.	Personal and social capability (Inter-personal communication, Social interaction)		
	-develop ability to participate in simple interactions in English with the interlocutor’s assistance	<i>Like</i> N -Gerund Tenses for likes and dislikes	Understanding and responding to questions on money and cost		SI: Exchanging information about money and cost	Writing a series of simple phrases and sentences linked with connectors <i>and, but, or</i>	PW: Learners interview others on their likes and dislikes.	Critical thinking		
	-attain adequate competence in terms of supervised	Linkers: <i>and, but, or</i>	Listening and understanding a song			Writing a series of simple phrases and sentences about senses	IW: Learners write simple sentences about their favourite food.	Problem solving		
		<u>Lexis:</u> Senses (verbs)						Entrepreneurship (Initiative taking/self-direction)		
		Food, vegetables, and drinks					ICT literacy			
		State (adjectives)								
		Telling								

	<p>completion of simple tasks and problem-solving in the target language</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire average CMC related skills for English language learning and use</p> <p>-develop sensitivity to environmental problems, universal and societal values and needs in the increasingly globalized world</p>	prices (verbs: <i>cost, pay, add</i>)					<p><u>Portfolio Dossier:</u></p> <p>WCA: Learners search the Internet for information on animals and their senses and present it to the class.</p>			
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YEAR 5

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
7 Eating Out	<p>-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs</p> <p>-develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance</p> <p>-develop ability to participate in simple interactions in English with the interlocutor's assistance</p> <p>-attain adequate competence in terms of</p>	<p><u>Grammar:</u> Expressing quantity</p> <p><i>There is/ there are</i></p> <p><i>Some /any/ a lot of</i></p> <p>Countable and uncountable nouns</p> <p>Quantities of food</p> <p><u>Lexis:</u></p> <p>Food</p> <p>Main meals</p>	<p>Eliciting and understanding information about foodstuff</p> <p>Listening to short conversations and completing sentences related to quantities and prices</p>	<p>Reading and understanding information on menus and labels</p> <p>Reading and completing sentences about food and drinks</p> <p>Reading and understanding texts about different types of food in other countries</p>	<p>SI: Seeking and giving information about quantities</p> <p>SI: Asking people for things, and giving people things</p> <p>SI: Giving and receiving information about quantities and numbers</p> <p>SI: Asking for and telling the price</p> <p>SI: Asking for and giving information about what is wanted</p>	<p>Writing a paragraph about favorite traditional food</p> <p>Completing a chart about what people in the class eat for breakfast</p>	<p>PW/IW: Learners prepare a menu list for a restaurant.</p> <p>PW/ GW: Learners search the Internet for information and pictures about world cuisine (any country), prepare a poster and present it to the class.</p> <p><u>Portfolio Dossier:</u></p> <p>PW: Learners search the Internet for information on food rich in</p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction)</p> <p>Creativity</p> <p>Problem solving</p> <p>Entrepreneurship (Initiative taking/self-direction)</p> <p>Critical thinking</p> <p>ICT literacy</p>	<p>Good citizen (Collaboration, Social awareness, Cross-cultural awareness)</p> <p>Safety and traffic (Health literacy)</p>	

	<p>supervised completion of simple tasks and problem-solving in the target language</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire average CMC related skills for English language learning and use</p>						<p>vitamins for teenagers and prepare a related chart.</p>			
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YEAR 5

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
8 Healthy Life	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> Past Simple Tense <i>to be</i> (affirmative, negative, interrogative) <i>Enough</i>	Understanding and responding to questions on familiar topic(s) Listening for specific information in short texts about habits	Reading and identifying important ideas in a story Reading and understanding about events happened in the past	SP: Talking about healthy and unhealthy habits SI: Asking and answering about events happened in the past	Writing a paragraph about weekend Writing a short paragraph about favourite sport	IW: Learners prepare a poster <i>Self-do list</i> for living healthy. PW: Learners conduct a mini-survey in class to find out on which activities they spend most of their time.	Cooperative learning Personal and social capability (Inter-personal communication, Social interaction) Creativity Problem solving	Good citizen (Collaboration, Social awareness, Cross-cultural awareness) Safety and traffic (Health literacy)	Quiz2: <i>at the end of Unit 8 including units 5, 6, 7 & 8 - four skills (20%)</i>
	-develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance	<u>Lexis:</u> Breakfast, lunch, supper, dinner Habits (verbs) Games and sports	Listening to and understanding the main idea of a short text relevant to the topic Listening and understanding a song	Reading and answering questions about healthy and unhealthy habits	SP: Talking about games and sports	Writing sentences about healthy habits	GW : Learners draw <i>the Wheel of Healthy Living</i> using real food items.	Entrepreneurship (Initiative taking/self-direction) Critical thinking ICT literacy		
	-develop ability to participate in simple interactions in English with the interlocutor's assistance						IW: Learners search the Internet for information on healthy food examples			
	-attain adequate competence in terms of									

	<p>supervised completion of simple tasks and problem-solving in the target language</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire average CMC related skills for English language learning and use</p> <p>-develop sensitivity to environmental problems, universal and societal values and needs in the increasingly globalized world</p>						<p>from other countries.</p> <p><u>Portfolio Dossier:</u></p> <p>PW: Learners make an exercise chart and present it to the class.</p>			
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YEAR 5

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
9 Places to Visit	<p>-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs</p> <p>-develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance</p> <p>-develop ability to participate in simple interactions in English with the interlocutor’s assistance</p> <p>-attain adequate competence in terms of supervised completion of simple tasks and</p>	<p><u>Grammar:</u> Past Simple Tense (regular and irregular verbs <i>went, saw, ate, had, was, got</i>)</p> <p>Linkers: <i>and, but, or</i></p> <p><u>Lexis:</u> Places</p> <p>Art (<i>painting, beautiful, boring, colourful, funny, interesting, scary, strange</i>)</p>	<p>Understanding sentences about past events and dates</p> <p>Listening for the main idea in simple texts on places to visit</p> <p>Listening for specific information to complete a dialogue</p>	<p>Reading and understanding short and simple stories about places people visit</p> <p>Reading and identifying words and phrases related to works of art</p> <p>Reading and understanding texts about places to visit</p>	<p>SP: Talking about actions in the past</p> <p>SI: Exchanging opinions about paintings</p> <p>SP: Talking about places to visit on a school trip</p> <p>SI: Talking about and responding to questions about works of art</p>	<p>Writing simple sentences using the relevant lexis</p> <p>Writing a short paragraph about a favourite place</p>	<p>IW/PW: Learners prepare a brochure about famous local places to visit.</p> <p>IW: Learners search the Internet for information on an interesting sport around the world and present it to the class.</p> <p>WCA: Learners conduct a mini-survey on places to go on a school trip.</p> <p><u>Portfolio</u> <u>Dossier:</u> PW: Learners</p>	<p>Cooperative learning</p> <p>Inter-personal communication</p> <p>Social interaction</p> <p>Creativity</p> <p>Problem solving</p> <p>Initiative taking/self-direction</p> <p>Critical thinking</p> <p>ICT literacy</p>	<p>Good citizen (Collaboration, Social awareness, Cross-cultural awareness, Environmental literacy)</p> <p>Safety and traffic (Health literacy)</p>	<p>Homework (10%)</p> <p>Participation (10%)</p> <p>Portfolio (15%)</p> <p>End of Semester Exam: at the end of Unit 9 including all units- four skills (25%)</p>

	<p>problem-solving in the target language</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire average CMC related skills for English language learning and use</p> <p>-develop sensitivity to environmental problems, universal and societal values and needs in the increasingly globalized world</p>						<p>search the Internet for information on a famous painting.</p>			
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Abbreviations:

SP: Spoken production

SI: Spoken interaction

IW: Individual Work

PW: Pair Work

GW: Group Work

WCA: Whole Class Activity

WORDLISTS FOR YEARS 3, 4 AND 5

YEAR 3

UNIT TOPICS	LEXIS
Preliminary Work	The alphabet: a, b, c...
	Social interaction: Hi, Hello, Good morning, Good afternoon, Good night, Nice to meet you, See you, Good bye, Fine, Well, Please, Thank you, Welcome, I'm sorry, You are Welcome
	Classroom routine: look, listen, open the door, close the window, open your books, clean the board, come here, sit down, stand up, quiet please, repeat, draw, match, circle, point, colour, clap your hands, pick up your pencil, point to the door, put up your hand, turn around
	Shapes: circle, heart, rectangle, square, star, triangle
	Numbers: 1-15
	Colours: red, orange, yellow, green, blue, brown, black, grey, white, pink, purple
1 My Classroom	School related vocabulary: pen, pencil, book, ruler, rubber (eraser), desk, chair, table, bin, board, pencil case, sharpener, school bag (backpack), board marker (marker pen), crayon, tablet, notebook, school, classroom, teacher, pupil, student, door, window, school garden Numbers: 1 – 20
2 My Family and Friends	Family related words: father (dad, daddy), mother (mum, mummy), brother, sister, grandmother (grandma), grandfather (grandad), baby, boy, girl, woman, man, friend, parents, grandparents Jobs: teacher, policeman/policewoman, doctor, dentist, farmer, footballer, singer, worker, nurse, housewife, bus driver, pilot
3 Body and Appearance	Size adjectives: big, long, short, small Appearance adjectives: tall, short, fat, thin, dirty, clean Body related vocabulary: head, eye, nose, mouth, ear, tooth (teeth), hair, face, finger, neck, hand, arm, foot (feet), leg, toe Vocabulary related to senses: see, smell, taste, hear
4 Colours and Clothes	Clothes: shirt, T-shirt, shorts, trousers, jeans, hat, dress, skirt, shoes, socks, scarf, boots, jacket, gloves Weather related vocabulary: cold, hot, dry, wet, warm Landscape: mountain, desert, jungle

5 My Home	Actions: brushing my teeth, combing my hair, drinking, eating, getting dressed, having a bath, making lunch, playing, reading, sleeping, talking on the phone, washing House related vocabulary: house (home), bedroom, bathroom, living room (sitting room), kitchen, dining room, garden
6 Animals	Actions: eating, flying, jumping, feeding, running Animals, related vocabulary: dog, cat, bird, fish, horse, sheep, cow, duck, rabbit, donkey, mouse, snake, elephant, lion, monkey, turtle, frog, chicken, goat, dinosaur Adjectives related to feelings and emotions: happy, sad, angry, hungry, thirsty, hot, cold
7 Food	Food: fruit, banana, apple, orange, strawberry, sandwich, egg, toast, cheeseburger, ice-cream, chips, chocolate, cake, milk, water, juice, pizza, salad, pasta, chicken, cereal, breakfast, lunch, dinner, salty, sweet, healthy, unhealthy Days of the week: Monday, Tuesday...
8 My Friends	Furniture: table, chair, bed, wardrobe, sofa, TV, lamp, armchair, fridge Toys: ball, car, doll, plane (airplane), boat, bus, kite, bike (bicycle), balloon, train, action figure, blocks, stuffed animal, game, puppet, train, toy box Personal belongings: Smart/mobile phone, computer, camera
9 My Favourites	Actions: catching, throwing, hitting, kicking, dancing, singing, skating, riding, skipping, climbing Playground related vocabulary: hopscotch, tag, hide and seek Environment: Recycle (paper, glass, plastic, tin), Don't litter, Water the plants

YEAR 4

UNIT TOPICS	LEXIS
1 MY SCHOOL	<p>School-related words: classroom, computer room, library, gym, canteen, playground, teachers' room, office, school hall, toilet, child, children, teacher, peers, classmates</p> <p>School subjects: English, Turkish, Maths, Arts, Music, PE (Physical Education), Science, Social Sciences</p> <p>Classroom objects: pen, pencil, ruler, rubber (eraser), board, board marker, chalk, desk, teacher's desk, chair, table, door, window, floor, wall, picture, pencil case, computer</p> <p>Week days: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>Classroom activities: colouring (a picture), counting, cutting (a paper), gluing, listening (to a story), reading (a story), playing a game, using the computer, watching a DVD, writing (his name, numbers)</p> <p>Maths words: equals, minus, plus, symbols</p> <p>Shapes: circle, square, rectangle, triangle, oval, star</p> <p>Classroom routine instructions: Stop, stand up, sit down, close the door, open the window, open page 9, close your books, raise your hand, be quiet, listen, circle the correct answer, write your name, read the text</p> <p>Numbers: 11-100</p>
2 GAMES AND SPORT	<p>Outdoor activities: climbing trees, doing gymnastics, flying kites, ice skating, playing tennis, playing volleyball, riding my bike, skateboarding</p> <p>Games and sports: basketball, volleyball, table tennis, football, swimming, jogging</p> <p>Parts of the body: bones, feet, hands, muscles, arms, legs, fingers, nose, toes</p> <p>Related verbs: jump, run, climb, skate, sing, dance, move, ride, throw, kick, slide, swim, play (the piano), play (basketball), go (swimming), be safe, wear a helmet, use (hands)</p> <p>Playground equipment: seesaw, skateboard, swing, slide, skates</p> <p>Musical instruments: piano, guitar, drums, violin, flute</p>

3 MY HOUSE	<p>Family/Relatives: mother, father, brother, sister, baby, grandmother, grandfather, uncle, aunt, cousin</p> <p>Household objects and furniture: bath, bed, chair, cooker, cupboard, dressing table, DVD player, fridge, lamp, sink, sofa, TV, shelf, flower pot, toy box, armchair, washing machine, table, keys, car, phone, glasses, hat, jacket</p> <p>Rooms and sections: bathroom, bedroom, kitchen, dining room, living room, garage, garden</p> <p>Adjectives for description: old, young, new, big, small</p>
4 MY HOMETOWN	<p>Places in a town: bank, bookshop, bus stop, cinema, computer shop, petrol station, post office, restaurant, shopping centre, supermarket, train station, school, hospital, park</p> <p>International and Local Landmarks: Salamis Ruins (in Famagusta), St. Hilarion Castle (Girne), beaches, Beşparmak Mountains, The Great Inn (Nicosia), Kantara Castle, Blue House (Mavi Köşk) Big Ben, London Eye (the UK), The Eiffel Tower (France), The Pisa Tower (Italy), Anıt Kabir (Turkey)</p> <p>Means of transport: bike, boat, car, bus, train, (on foot)</p> <p>Related words: pedestrian crossing/ zebra crossing, wallet, maps, road, street, traffic lights (green man), left, right</p> <p>Related verbs: cross (a road safely), wait, send (a letter), buy (a new jacket), turn, walk, look</p>
5 JOBS AND OCCUPATIONS	<p>Jobs and occupations: actor (film star), artist, athlete, chef, dancer, doctor, pilot, singer (pop star), teacher, vet, writer, nurse, dentist, civil servant, fire fighter, farmer, shop assistant, driver, lifeguard, park ranger</p> <p>Areas of interest: Maths, Music, Science, Art, Languages (English, French, German etc.)</p> <p>Related verbs: grow (food), help (people), protect (animals), cook, sing, write, dance, teach, ride, swim</p> <p>Related words: ill, tractor</p>
6 DAILY LIFE	<p>Daily activities: get up, brush (my teeth), get dressed, eat (breakfast/lunch/dinner), stay (in bed), start (school), finish (school), go out, come back, go (home), do (homework), read (a book), watch (TV), go (to bed), play (games), get (my backpack ready)</p> <p>Time-related expressions: o'clock, early, late, on time, the night before, now, midday, midnight, in the afternoon</p> <p>Expressions for opinion: boring to me, great to me, good, bad</p> <p>History of clocks: sand, sundial, hourglass, water clock, shadow</p>

<p>7</p> <p>FOOD AND MEALS</p>	<p>Flora and fauna (Fruit and vegetables): oranges, apples, bananas, kiwi, pear, peach, melon, watermelon, mangoes, strawberries, pineapple, coconut, plum, cherry, potato, tomatoes, potatoes, avocados, fruit, vegetables, carrots</p> <p>Common food and drinks: meat, snack, cereal, toast, breakfast, cheese, sandwiches, cake, ice-cream, burgers, egg, chicken, fish, salad, bread, jam, chocolate, water, milk, tea, juice, lemonade, biscuit, yoghurt, crisps, pie</p> <p>Local meals: Rice, potato chips, yoghurt, pasta, soup, kebab, molehiya, meat balls, ayran (yoghurt drink)</p> <p>Related words: Healthy/ Unhealthy foods, national (local) food/fruit</p> <p>Countries and nationalities (What people eat around the world): Mexico-Mexican, USA- American, Africa- African, China- Chinese, Turkey- Turkish, Cyprus-Turkish/Greek Cypriot, Italy- Italian, Britain- British, France- French, Greece- Greek, Germany- German, Russia- Russian</p>
<p>8</p> <p>ANIMALS</p>	<p>Flora and fauna (Names of animals and their habitats): cheetah, crocodile, hippo, kangaroo, monkey, peacock, polar bear, snake, foxes, deer, lizards, raccoons, seals, sharks, mouse, turtle, rabbit, goat, sheep, cow, horse, donkey, tiger, giraffe, elephant, ostrich, zebra, lion, whales, owl</p> <p>Animal habitats: desert, forest, jungle, ocean, habitat, rivers, lake, farm, sand</p> <p>Adjectives for opinion: amazing, great, beautiful, strong, clever, wild, domestic</p> <p>Adjectives for description: cool, dark, hot, wet, dry, cold, big, small, long</p> <p>Related verbs: climb trees, chase, fly, jump (high), run (fast), see, swim, play</p>
<p>9</p> <p>FESTIVALS AND CELEBRATIONS</p>	<p>Seasons: Spring, Summer, Autumn, Winter</p> <p>Months: January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Weather: sunny, windy, rainy, snowy, snowman, rainbow, hot, cold, cool, warm</p> <p>Clothes (What clothes people wear in different seasons): Previous knowledge: T-shirt, skirt, trousers, socks, shoes, boots, trainers, shirt, blouse, jeans, dress, hat, coat, scarf, umbrella</p> <p>Seasonal activities: skate on ice, ride a bike, swim in the sea, rake leaves, make a snowman, do gymnastics, go on holiday, go to grandad's house, play football, go to school, go to the park, have a party</p> <p>International and local festivals and Special Days: holidays, birthday, New Year's Eve, May Day (England), Tanabata (Japan), mid-Autumn (China), Carnival (Brazil), La Tomatina (Spain), 23rd April National Sovereignty and Children's Day (Turkey and N. Cyprus), 29th October Republic Day (Turkey and N. Cyprus)</p>

YEAR 5

UNIT TOPICS	LEXIS
1 MY DAY	<p>Times: o'clock, half, quarter, past, to.</p> <p>Parts of the body: head, eyes, nose, mouth, ear, hair, face, tooth/teeth, arm, shoulder, leg, finger, hand, toe, foot/feet, knee, elbow, back, neck, brain, bone, muscles, skin, tongue, toe, blood</p> <p>Verbs: play, speak, jump, fly, swim, climb, talk, read, write, eat, drink, go, come, watch, wash, clean, buy, sleep, do, have, make, sit, laugh, drive, climb, speak, brush, wear, put on, listen, wait, look, carry, work, walk, run, dance, sing, open, close, stand up, sit down, give, take, read, write, clean, look, listen, repeat, colour, draw, come in, match, wake up, ride, sneeze, wash.</p>
2 PEOPLE AND JOBS	<p>Jobs: waiter/waitress, teacher, doctor, dentist, nurse, shop assistant, architect, civil servant, butcher, footballer, student, actor, singer, shopkeeper, engineer, mechanic, driver, firefighter, hair dresser, businessman/businesswoman, tailor, singer, vet, house-wife, manager, barber, salesman/saleswoman, cashier, farmer, police-officer, scientist, student, fashion designer, photographer, waiter, photographer</p> <p>Places: farm, fire-station, hospital, laboratory, police-station, store, bank, supermarket, mall, building, restaurant, petrol-station, shop, post-office, shopping-center, school, hospital, office, hotel, park, police-station, gallery</p> <p>Family members and relationships: mother, father, brother, sister, grandmother/grandma, grandfather/grandpa, wife, husband, son, daughter, uncle, aunt, cousin, baby</p> <p>Prepositions of place: in, on, at</p>
3 WORKS AT HOME	<p>Furniture: armchair, sofa, table, TV, bookcase, lamp, cooker, fridge, cupboard, bed, wardrobe, plate, bowl, fork, spoon, knife, glass, shelf, breakfast, lunch, supper, dinner</p> <p>Days of the week: Monday, Tuesday, Wednesday Thursday, Friday, Saturday, Sunday</p> <p>Adverbs of frequency: always, sometimes, never, usually, often</p>
4 AMAZING ANIMALS	<p>Numbers: 1-1000</p> <p>Animals: dog, cat, horse, snake, fish, bird, elephant, lion, rabbit, parrot, donkey, hippo, turtle, dinosaur, mouse, bee, butterfly, ladybird, hamster, tiger, giraffe, cow, sheep, goat, ant, crocodile, whale, shark, fly, bear, camel, deer, lizard, owl, penguin, sea lion, shark, toucan, canary, goldfish, hamster, snail, chameleon, polar bear, frog, swan, octopus</p> <p>Feelings related to physical complaints: headache, tummy ache, earache, backache, toothache, bruise, broken leg, cut, cough, cold, flu, temperature, alright, terrible, ill, well, decay, bacteria, germ</p>

<p>5</p> <p>WEATHER</p>	<p>Months: January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Seasons: Spring, Summer, Autumn, Winter</p> <p>Colours: red, orange, yellow, green, blue, white, purple, pink, black, brown, grey, light .../dark... gold, silver</p> <p>Clothes: shirt, skirt, trousers, socks, shoes, dress, hat, jeans, shorts, blouse, coat, cardigan, jumper, track suit, trainers, boots, gloves, scarf, sandals, raincoat, sunglasses</p> <p>Points of compass: North, South, East, West</p> <p>Weather: rain(y), sky, wind(y) sunny, cloudy, cool, snow(y) hot, cold, warm</p> <p>Flora and fauna: field, trees, flowers, root, leaf, leaves, rose, daisy, Jasmine, poppy, olive, date, grape wine, grass, cactus, tulip, <i>re-cycle, pick up trash, don't litter, plant a tree, re-use, save energy</i></p>
<p>6</p> <p>SENSES</p>	<p>Adjectives of state: hungry, thirsty, tired, cold, sad, happy, etc.</p> <p>Food, vegetables & drinks: melon, grapes, peach, pear, strawberry, pineapple, kiwi, coconut, plum, cherry, orange, banana, icecream, egg, cake, sandwich, toast, hamburger, chocolate, chicken, chips, potato, tomato, fish, salad, milk, honey, cheese, coffee, sugar, flour, beans, peas, plum, carrots, fig, pomegranate, watermelon, fig, tangerine, lemon, grapefruit</p> <p>Adjectives: awful, delicious, good, horrible, lovely, nice, soft, sweet, terrible, tight, boring, beautiful, scary, strange, funny, colourful, interesting</p>
<p>7</p> <p>EATING OUT</p>	<p>Quantities of food: bread, cereal, cheese, egg, spaghetti, rice, sausage, peas, potato, carrot, lettuce, tomato, meat, fish, fat, oil, sugar, nuts, vegetables, milk products, vitamins, pancake, doughnut, cream, maple syrup, fried eggs, turkey, tomato sauce, mushrooms</p>
<p>8</p> <p>HEALTHY LIFE</p>	<p>Healthy life: healthy, unhealthy, enough, active, activities, body, calorie, measure, put on weight, eat/have breakfast, eat/ have healthy lunch, drink water, get/do any exercise, get sleep, ride a bike</p> <p>Main meals: breakfast, lunch, supper, dinner</p> <p>Games and sport: football, horse-riding, cycling, table tennis, darts, tennis, sailing, ice-skating, skiing, jogging, aerobics, volleyball, swimming, rowing, hockey, foot volley, race</p>

9

PLACES TO VISIT

Places: theatre, circus, zoo, library, museum, city-center, city, town, village, country, beach, university, aquarium, art gallery, concert hall, dairy farm, national park, school trip,

Verbs: went, saw, ate, had, was, got

Linkers: and, but, or

Countries and nationalities: North Cyprus, Cyprus, Turkish/Greek Cypriot, Turkey- Turkish, England-English, France- French, Spain- Spanish, Italy-Italian, USA- American, Greece-Greek, China-Chinese, The Netherlands-Dutch, Germany-German, Japan-Japanese, Russia-Russian, Vietnam-Vietnamese

YEAR 6

Preliminary Work (Beyond Starter Unit)	<u>Grammar</u> Subject pronouns Possessive adjectives Basic Wh- questions
	<u>Lexis</u> Numbers from 0 to 1000 Colours Days of the Week / Months Classroom Objects

YEAR 6

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross -curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
1 All About Me (Beyond Units 1 and 2)	-develop understanding of English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u>	Listening and understanding information about people’s possessions	Reading and understanding texts about personal information	SP: Talking about family and friends	Writing descriptive paragraphs about people’s character and appearance	IW: Learners draw their family trees and give short classroom presentations.	Cooperative learning	Good citizen (Collaboration, Social awareness,Cross-cultural awareness)	
	-develop ability to communicate in the target language on familiar and routine topics	Present Simple Tense <i>to be</i> (affirmative, negative, questions, short answers)	Listening and recognizing lexis related to countries and nationalities	Understanding simple lexis related to family relations	SP: Talking about one/more things, ideas, and problems around learners	Writing a short text about who people are, their possessions, and ownership	GW: Learners prepare a poster related to emergency phone numbers.	Personal and social capability (Inter-personal communication, Social interaction)		
	-develop ability to describe in English aspects of immediate relevance	Subject and possessive pronouns	Reading a short text and finding out who/what possessive pronouns refer to	SI: Asking and answering questions about family relations			WCA: Game <i>Bingo</i> (countries and nationalities)	Creativity		
	-acquire basic competence in terms of assuming responsibility for task completion in the target language	<i>A / an, the</i>	Listening and understanding information about where things are from					Problem solving		
		<i>This/that, these/those</i>	Listening and understanding a text related to family relations					ICT literacy		
		<i>Have got</i>								
		<i>Whose...?</i>								
		Possessive ‘s / s’								
		Intensifiers (<i>very, quite, really</i>)								
		<u>Lexis:</u>								

	-develop basic ability to adapt to the context in solving problems in English -develop reflective and self-assessment skills through portfolio work -acquire adequate CMC related skills for English language learning and use	Countries and nationalities Family Body Character and personal appearance (adjectives)			related to countries and nationalities	objects	appearance and character, and prepare a related poster.			
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YEAR 6

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
2 A Better Life (Beyond Unit 3)	-develop understanding of English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Imperatives	Listening and extracting information about a school timetable	Reading and understanding short texts related to school and school subjects	SI: Exchanging information about school subjects and timetables	Writing sentences including basic imperatives related to a certain place/situation	IW: Learners listen to information and fill in a school timetable.	Cooperative learning	Good citizen(Collaboration, Social awareness, Environmental sensitivity)	Portfolio Check 5 %
		Object pronouns			SI: Asking, understanding, and answering questions relevant to learners’ needs in public places			Personal and social capability (Inter-personal communication,Social interaction)		Quiz 1 (at the end of Unit2 – including Preliminary Work, Units 1 and 2) 5%
	-develop ability to communicate in the target language on familiar and routine topics	<i>There is / there are</i>	Listening and understanding what is present in a room	Reading a short text and finding out who/what each object pronoun refers to		Writing a descriptive short paragraph about a room	WCA: Learners create a poster of classroom / school rules.	Creativity	Safety and traffic (Health literacy, traffic rules)	
		Sequence (<i>before / after</i>)	Listening and understanding in what order the school subjects appear in a school timetable	Reading and understanding a short description of a room	SP: Saying what is present in a picture	Writing a short text describing learners’ room and its objects (by giving number(s) where necessary)	GW: Learners prepare a poster on <i>Personal Actions for a Better Future</i> (by using imperatives).	Problem solving		First Semester Mid-term Examination - four skills 90 %
	-develop ability to describe in English aspects of immediate relevance	<u>Lexis:</u>			SI: Understanding and giving simple instructions	Writing paragraphs on leisure activities and daily routines (using sequence related lexis)		Critical thinking		
		Animals and pets						Entrepreneurship (Initiative taking / self-direction)		
		School and school subjects	Listening and understanding which object a person is speaking about	Reading and understanding a short text about a pet and its care						
	-acquire basic competence in terms of assuming responsibility for task completion in the target	Things in a room				SI: Asking for and giving things		WCA: Using used materials learners make dishes for food and water (for street		
		Ordinal numbers (1-10)	Giving and following instructions	Reading and understanding basic warnings and rules related		Writing a note				

	<p>language</p> <p>-develop basic ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-develop active approach to environmental problems, societal values and needs</p>			<p>to learners' immediate environment</p> <p>Reading and understanding basic road signs</p>		for someone	<p>animals).</p> <p><u>Portfolio Dossier:</u> Learners write descriptive paragraphs about their rooms or classrooms. They can prepare a poster using related pictures.</p>			
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YEAR 6

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
3 Life and Technology (Beyond Units 4 and 5)	-develop understanding of English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Present Simple Tense (affirmative-negative-questions-short answers)	Listening and understanding simple conversations about daily routines and how often they are done by giving time reference	Reading and understanding short simple texts about people’s daily routines and free time activities	SP: Talking about habits and routines SI: Interacting in a simple way about the main features of daily routines	Writing a short text about learners’ daily routines and free time activities (by giving time reference)	GW: Learners give short presentations on abilities of group members. WCA: Learners watch a You Tube video and f ill in the missing information.	Cooperative learning Personal and social capability (Inter-personal communication, Social interaction) Creativity ICT literacy Critical thinking Entrepreneurship	Good citizen (Collaboration, Social awareness)	
	-develop ability to communicate in the target language on familiar and routine topics	<i>Can / Can’t</i> <i>What time ...?</i> Adverbs of frequency Linker: <i>because</i>	Listening and understanding conversations about abilities	Reading and understanding a short text about people’s abilities	SP: Talking about the things learners can do	Writing a short descriptive paragraph about music and musical instruments	PW: Learners create a store advertisement (<i>Buy 1 get 1 free, low prices every day, etc...</i>)			
	-develop ability to describe in English aspects of immediate relevance	<u>Lexis:</u> Daily Activities Free time activities	Listening and understanding lexis related to music Listening and understanding a short description of a place in town	Understanding simple lexis related to people’s professions	SP: Expressing musical preferences	Writing about learners’ and other people’s abilities	<u>Portfolio Dossier:</u> Learners create a map of their hometown (street) and label the buildings.			
	-acquire basic competence in terms of assuming responsibility for task completion in the target language	Jobs Music Places in town Socializing and communicating	Listening and understanding basic information provided on social	Reading and understanding information about how often an activity is done	SI: Asking and answering questions	Replying to an e-mail				

	-develop reflective and self-assessment skills through portfolio work -acquire adequate CMC related skills for English language learning and use	through technology	networking sites		about each other's hobbies, interests, and leisure activities SI: Asking for and giving reasons	Writing and sharing ideas and posting comments online				
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YEAR 6

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
4 Holidays and Travel (Beyond Unit 6)	-develop understanding of English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Comparative adjectives <i>Some / any, much / many / a lot of</i>	Listening and understanding a text comparing two people, places or things	Reading and understanding texts related to the amount and quantity of food and drinks	SI: Engaging in transactions to compare and contrast the qualitative features of people, places, and things	Writing sentences to make comparisons between people, places or things	PW: Learners prepare a poster related to healthy and unhealthy food.	Cooperative learning	Good citizen (Collaboration, Social awareness, ,Cross-cultural Awareness) Safety and traffic (Health literacy)	Portfolio Check 5 % Quiz 2 (at the end of Unit 2 – including Units 3 and 4) 5% First Semester Final Examination - four skills 90 %
	-develop ability to communicate in the target language on familiar and routine topics	<i>How much / how many</i> <i>I'd like...</i>	Listening and understanding paragraphs related to food and drinks	Reading and understanding menu items related to food and drinks	SP: Making simple suggestions	Writing a short dialogue between a shopkeeper and a customer	IW: Learners prepare a poster showing and categorizing different food and drinks that they have for breakfast / lunch / dinner.	Creativity		
	-develop ability to describe in English aspects of immediate relevance	<i>Would you like...?</i> <i>Can I have...?</i>	Understanding a simple dialogue related to restaurant	Reading and understanding prices in different currencies	SI: Taking roles in a simple dialogue related to restaurant	Writing about how much there is of something	PW: Learners search the Internet for information on different holiday activities in other countries.	Problem solving		
	-acquire basic competence in terms of assuming responsibility for task completion in the target language	<u>Lexis:</u> House Holiday Transport Food and drink Shopping	Listening and understanding main features of a text related to holidays and travel	Reading and understanding descriptions of rooms in a house	SP: Speaking about a holiday	Writing and sharing ideas online	Replying to or writing a short e-mail / text message	ICT literacy		
			Listening and understanding a conversation about food	SI: Asking and answering questions to get information	Writing a	<u>Portfolio Dossier:</u>	Critical thinking			
							Entrepreneurship			

	-develop basic ability to adapt to the context in solving problems in English -develop reflective and self-assessment skills through portfolio work -acquire adequate CMC related skills for English language learning and use	and prices	objects; answering related questions Understanding comparison of present actions/situations		about an object's price SP: Talking about specific quantities and prices SI: Making a suggestion on a future activity and accepting or refusing a suggestion which has been made	paragraph about learners' likes and dislikes related to food and drinks and how often they eat / drink them	GW: Learners design a simple questionnaire about likes and dislikes, conduct an interview and record it.			
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YEAR 6

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
5 My Style (Beyond Unit 7)	-develop understanding of English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Present Continuous Tense (affirmative-negative-questions-short answers)	Understanding basic names of clothes and accessories	Reading and understanding a short paragraph about events or actions happening in a picture or photo	SP: Speaking about learners’ own and others’ actions happening at the moment of speaking	Writing about what learners and other people are doing at the moment of speaking	WCA: Game <i>Find someone who</i>	Cooperative learning	Good citizen (Collaboration,Social awareness, Environmental sensitivity, ,Cross-cultural Awareness)	
	-develop ability to communicate in the target language on familiar and routine topics	Verb + gerund (<i>love/like/hate + dancing</i>)	Listening and understanding a conversation about likes and dislikes	Reading and understanding simple texts related to likes and dislikes	SP: Talking about theirs and other people’s clothes	Writing sentences related to learners’ own and other’s preferences	WCA: Learners watch a video on a drama group and write about what members are wearing.	Personal and social capability (Inter-personal communication, Social interaction)		
	-develop ability to describe in English aspects of immediate relevance	<u>Lexis:</u> Colours	Listening and understanding what people are wearing for different occasions	Reading and understanding simple texts related to clothes and accessories	SP: Narrating picture stories	Writing a short descriptive paragraph about learners’ own and other people’s clothes and possessions	PW: Learners describe their picture to their partner and try to find differences.	Creativity		
	-acquire basic competence in terms of assuming responsibility for task completion in the target language	Clothes and accessories					GW: Learners design a simple questionnaire on likes and dislikes, conduct an interview, and record it.	Problem solving		
		Personal possessions						ICT literacy		
		Likes and dislikes		Identifying people by reading a short description about their appearance	SI: Expressing and asking about likes and		PW: Learners choose a place (cinema, park,...) and	Critical thinking		
								Entrepreneurship (Initiative taking / self-direction)		

	<p>-develop basic ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p> <p>-develop active approach to environmental problems, societal values and needs</p>				<p>dislikes</p> <p>SI: Asking and answering questions about things happening now</p>		<p>write signs for it. (<i>Please Be Quiet, Sorry, We're Closed,..</i>)</p> <p>WCA: Learners make accessories from used materials, sell them at a school fair and donate the money to be collected to those in need.</p> <p><u>Portfolio Dossier:</u></p> <p>Learners search the Internet for information on traditional clothes for different countries and prepare a related poster.</p>			
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YEAR 6

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
6 Environment (Beyond Units 8 and 9)	-develop understanding of English expressions and sentences in relation to familiar and routine topics -develop ability to communicate in the target language on familiar and routine topics -develop ability to describe in English aspects of immediate relevance -acquire basic competence in terms of assuming responsibility for task completion in the target language -develop basic	<u>Grammar:</u> Past Simple Tense <i>to be</i> (affirmative-negative-question-short answer) Past Simple Tense (affirmative-negative-question form-short answer) Linker: <i>then</i> <u>Lexis:</u> Weather Landscape Seasons Dates Ordinal	Understanding short and simple paragraphs related to past activities and events Listening to a short text about the geographical features, climate, and wildlife of a country Listening and understanding a short conversation about global problems Listening and understanding conversations about events in the past Listening and understanding	Reading and understanding texts related to past events / actions Understanding sequence of past events Reading and understanding short stories related to past Reading and understanding a short description of a country landscape Reading and understanding texts related to seasons Reading and understanding a book review Reading and	SP: Speaking about a past holiday SP: Speaking about dates SP: Speaking about special dates SP: Talking about landmarks in different countries SI: Speaking about weather conditions in different parts of the world	Writing dates using ordinal numbers Writing a short paragraph related to a past event Exchanging simple celebration notes Writing a short text about the location of the landmarks in learners' own and other countries Writing about weather conditions / climates in	PW: Learners choose a country and prepare a list of its special dates. IW: Learners search the Internet for information on different weather conditions in different countries, report weather forecast, and record it. IW: Learners bring pictures about the environmental problems in Cyprus or other countries. They write slogans (using imperatives) and display	Cooperative learning Personal and social capability (Inter-personal communication, Social interaction) Creativity Problem solving ICT literacy Entrepreneurship (Initiative taking/self-direction)	Good citizen (Collaboration, Social awareness, Environmental sensitivity, Cross-cultural Awareness)	Portfolio Check 5 % Quiz 3 (Units 5 and 6) 5% Second Semester Mid-term Examination - four skills 90 %

	<p>ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p> <p>-develop active approach to environmental problems, societal values and needs</p>	<p>numbers</p> <p>Continents</p> <p>Opinion (adjectives)</p> <p>Celebrations</p>	<p>a description of a day out</p> <p>Understanding short conversations related to experiences and people's opinions about them</p>	<p>extracting information about what people think about something</p>	<p>SI: Giving and asking opinion about a thing / place</p> <p>SP: Asking how people are</p> <p>SI: Asking and answering questions about past actions / events</p> <p>SI: Speaking about buying a present for a friend</p> <p>SI: Offering something to somebody and replying to an offer</p>	<p>different countries (by looking at pictures)</p> <p>Writing a postcard / e-mail about a weekend holiday</p>	<p>them at school.</p> <p><u>Portfolio Dossier:</u></p> <p>Learners choose two wild / endangered animals and prepare an informative leaflet about them. They use pictures and compare facts about animals' lives.</p>			
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YEAR 6

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
7 Sports and Health (Beyond Units 10)	-develop understanding of English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> <i>Be going to</i> (for future plans, affirmative-negative-question-short answer)	Understanding basic names of illnesses, sports, and physical activities	Reading and understanding a short text related to sports and activities	SP: Talking about where things are	Writing questions and answers about future plans and intentions	WCA: By looking at a big map, one learner gives directions and the rest of the class try to find the place.	Cooperative learning	Good citizen (Collaboration, Social awareness, Cross-cultural Awareness) Safety and traffic (Health literacy)	Portfolio Check 5 % Quiz 4 (Units 5, 6 and 7) 5% Second Semester Final Examination – four skills 90 %
	-develop ability to communicate in the target language on familiar and routine topics	Superlative adjectives	Listening and understanding the location of things	Understanding information related to the location of places in a town	SP: Talking about plans for the future	Writing a short text about future plans and intentions	PW: Learners ask their partners about their future plans and intentions and report results to the class.	Personal and social capability (Inter-personal communication, Social interaction) Creativity		
	-develop ability to describe in English aspects of immediate relevance	<i>Where is the ...?</i>	Listening, understanding, and responding to basic directions	Reading and understanding a short simple text related to a person's health condition	SI: Asking for and giving basic directions about a place in a town	Writing a short paragraph about sports and physical activities	GW: Learners prepare a dialogue about a problem (<i>giving advice</i>) and act out in front of the class.	Problem solving		
	-acquire basic competence in terms of assuming responsibility for task completion in the target language	<u>Lexis:</u> Place (prepositions)	Listening to a short dialogue and understanding conversations about future plans	Reading and understanding a short text about future plans and intentions	SI: Making a suggestion on a future activity and accepting or refusing a suggestion which has been made	Writing a short descriptive paragraph about learners' hometown	Portfolio	ICT literacy		
		Sports and physical activities	Listening and understanding a text comparing two or more people, places, or things		SI: Accepting or declining	Writing sentences to make comparisons between two	Dossier: Learners search the Internet for information on the most	Critical thinking		
	-develop basic									

	<p>ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p>				<p>an offer or an invitation</p> <p>SI: Engaging in a conversation to compare and contrast the qualitative features of people, places or things</p>	or more things	<p>amazing and strangest sport records of the world and prepare a visual display / presentation.</p>			
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Abbreviations:

SP: Spoken production

SI: Spoken interaction

IW: Individual Work

PW: Pair Work

GW: Group Work

WCA: Whole Class Activity

Year 7

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
1 My Social Life	- develop understanding and ability to use English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> <i>There is/There are</i> <i>Have/has got</i>	Recognizing lexis related to family relations and regular actions	Reading and understanding texts about places in a town	Sl: Exchanging information on places in a town	Writing a short paragraph about family members	PW: Learners write a list of interesting places in other countries.	Cooperative learning	Good citizen (Collaboration, Social awareness)	
	- develop ability to communicate and exchange information in the target language on familiar and routine topics	<u>Lexis:</u> Place (prepositions)	Listening to texts about cultural/societal values of learners’ or other countries	Reading and understanding the main idea of texts related to family and relationships	Sl: Asking and answering questions about family relations	Writing an e-postcard to describe a town or a city (using correct punctuation)	GW: Learners prepare short presentations on good places for young people in their town or area.	Personal and social capability (Inter-personal communication, Social interaction) Problem solving Creativity		
	- develop ability to describe in English aspects and topics of immediate relevance	Places in a town		Reading and answering about directions				ICT literacy		
	-acquire average competence in terms of assuming responsibility for task completion	Family		Understanding instructions, signs, and notices			IW: Learners prepare an article about a favourite member of a family.			

Year 7

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
2 At Home	- develop understanding and ability to use English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Present Simple Tense (affirmative) Adverbs of frequency	Listening to texts and recognizing lexis related to rooms and things in a house Listening and understanding texts about habits and daily routines of others	Reading and understanding texts about daily life Reading and understanding the main idea of texts related to times and daily activities	SP: Talking about things in a house SI: Asking and answering questions about daily routines	Writing short simple accounts of how often learners and other people perform daily activities	GW: Learners describe their imaginary home and give short classroom presentations. PW: Learners prepare a time table related to their daily life activities	Cooperative learning Personal and social capability (Inter-personal communication, Social interaction) Problem solving	Good citizen (Collaboration, Social awareness)	
	- develop ability to communicate and exchange information in the target language on familiar and routine topics	<u>Lexis:</u> Daily routines and activities Rooms of the house	Understanding essential information in short recorded passages about everyday matters	Reading and finding specific information of a text about rooms, furniture, and other things in a house	SP: Talking about how often the learner and others do things	Writing a short paragraph about daily routines	IW: Learners complete a text related to time(s).	Critical thinking		
	- develop ability to describe in English aspects and topics of immediate relevance	Furniture and other things in the house								
	- acquire average competence in terms of assuming responsibility for task completion in the target	Telling the time <i>Also / too</i>								
							<u>Portfolio Dossier:</u> Learners write a short descriptive paragraph about their room.			

Year 7

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
3 School Life	- develop understanding of English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Present Simple Tense (negative-interrogative)	Understanding texts about personal description	Reading and understanding short texts related to school and school subjects	SI: Asking and answering questions about school life and curricular subjects	Writing a short text about clothes and accessories	WCA: Learners create a poster related to school rules.	Cooperative learning	Good citizen (Collaboration, Social awareness, Cross-cultural awareness)	Portfolio check 5 %
	-develop ability to communicate in the target language on familiar and routine topics	Possessive pronouns	Following instructions given in the classroom	Reading and understanding personal descriptions of others	SI: Exchanging information about preferences for clothes	Writing simple phrases and sentences to compare physical appearance	PW: Learners prepare an interview on school uniforms to be conducted with the school headmaster.	Personal and social capability (Inter-personal communication, Social interaction)	Safety and traffic (Health literacy)	Quiz 1 (at the end of Unit 3– including Preliminary Work, Units 1, 2 and 3) 5%
		Possessive ‘s <i>Whose</i>	Recognizing lexis in a text about school subjects and clothes	Reading and understanding the main idea of a text about daily life	SP: Giving information about family members (character and personal appearances)			Creativity		First Semester Mid-term Examination - four skills 90 %
		Linkers: <i>and, or, but</i>						Problem solving		
								Critical thinking		
	-develop ability to describe in English aspects of immediate relevance	<u>Lexis:</u> Names of curricular subjects					WCA: Learners prepare a poster showing clothes and accessories (using Present Simple Tense).			
	-acquire average competence in terms of assuming responsibility for task completion in	Education (basic terminology)					PW: Learners describe their photo to their			
	Classroom language									
	Classroom objects									

	<p>the target language</p> <p>-develop average ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p>	<p>Clothes and accessories</p> <p>Describing people</p>					<p>classmate and try to find differences.</p> <p><u>Portfolio Dossier:</u></p> <p>Learners design a simple questionnaire on school subjects.</p>			
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Year 7

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
4 Having Free Time	-develop understanding of English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Present Continuous Tense (for now and for future)	Recognizing essential information of short recorded passages related to present and future events	Reading and understanding descriptions of what is around in the street, village, town, or city learners live	SI: Asking and answering questions about each other's intentions for the future	Writing a short paragraph about future intentions	PW: Learners write a list of things to do for keeping public places clean.	Cooperative learning	Good citizen	
	-develop ability to communicate in the target language on familiar and routine topics	<u>Lexis:</u> Activity (verbs) Places in public buildings	Listening to short texts about the geographical features and climate of a country	Reading and understanding the main idea of texts related to future intentions Reading and completing sentences about free-time activities	SP: Using short sentences to talk about events or actions happening in a picture or a photo SI: Asking for information about sights and events	Writing a paragraph to describe public buildings in learners' hometown Writing a notice for an exhibition at a museum	<u>Portfolio Dossier:</u> Learners design a simple questionnaire on classmates' free time activities.	Personal and social capability (Inter-personal communication, Social interaction) Creativity Problem solving Critical thinking	Collaboration, Social awareness, Environmental literacy) Safety and traffic (Health literacy)	
	-develop ability to describe in English aspects of immediate relevance		Listening and understanding short conversations about global problems							
	-acquire average competence in terms of assuming responsibility for task completion in the target language		Listening and understanding texts comparing people, places, or countries		SI: Asking and answering questions about free time, hobbies, interests					
	-develop average ability to adapt to									

Year 7

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
6 Sports and Games	-develop understanding of English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> <i>Can/can't</i> (for ability and for permission)	Following clearly articulated speech about leisure and interests between two interlocutors	Reading and understanding the gist and relevant specific information in longer texts about abilities, sports, and physical activities	SI: Asking and answering questions about free time, hobbies, interests	Writing a paragraph about favourite sports/ games/ physical activities a learner can do	WCA: Learners watch a video and write about how to become a good sports team.	Cooperative learning	Good citizen (Collaboration, Social awareness, Environmental sensitivity, Cross-cultural Awareness) Safety and traffic (Health literacy)	
	-develop ability to communicate in the target language on familiar and routine topics	Adverbs of manner <i>Have to/don't have to</i>	Listening to an interview about abilities and finding specific information	Reading and answering questions about what people can do and how they do it	SP: Talking about what and how learners can do things		PW: Learners write a short brochure/ blog entry about sports and free time activities.	Personal and social capability (Inter-personal communication, Social interaction)		
	-develop ability to describe in English aspects of immediate relevance	<u>Lexis:</u> Names of sports	Understanding people talking about sports, games, and physical activities		SP: Talking about things that are and aren't necessary	Writing a paragraph about a sport which is popular in the country		Problem solving		
	-acquire average competence in terms of assuming responsibility	Games and physical activities	Understanding and following spoken instructions in games		SI: Asking for and giving or refusing permission		PW: Learners search the Internet for information on video games, prepare a poster and present it	ICT literacy		
		Games (verbs)						Critical thinking		

	<p>for task completion in the target language</p> <p>-develop average ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p> <p>- develop active approach to environmental problems, universal and societal values and needs in the increasingly globalized world</p>						<p>to the class.</p> <p><u>Portfolio Dossier:</u> Learners write about a sporting hero's profile.</p>			
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Year 7

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
7 Times of Life	-develop understanding of English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u>	Listening and answering questions about dates	Reading and understanding information on completed events in the past	SI: Asking and answering questions about people’s lives	Writing a paragraph about life experiences	PW: Learners prepare a poster about their own biography.	Cooperative learning	Good citizen (Collaboration, Social awareness, Cross-cultural Awareness)	
	-develop ability to communicate in the target language on familiar and routine topics	Past Simple Tense <i>to be</i>	Listening to a sequence of events happened in the past	Reading and understanding the main idea of a story	SP: Giving short descriptions of past events/activities	Writing a story(using linkers) to indicate the chronological order of events	GW: Learners prepare a short presentation about how life in the past was like.	Personal and social capability (Inter-personal communication, Social interaction)	Safety and traffic (Health literacy,)	
	-develop ability to describe in English aspects of immediate relevance	Regular and irregular verbs (affirmative-negative)	Understanding the cause and effect of an event in a text		SP: Telling a story in the form of a simple account/sequence of events		WCA: Learners create a party invitation card from used materials.	Creativity		
	-acquire average competence in terms of assuming responsibility for task completion in the target language	Past Simple Tense (interrogative)						Problem solving		
		<u>Lexis:</u>						ICT literacy		
		Dates						Critical thinking Entrepreneurship (
		Times of life						Initiative taking/self-direction)		
		Personality (adjectives)								
							<u>Portfolio Dossier:</u> Learners write a diary or a blog about last week.			

Year 7

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
8 Travel on Holiday	-develop understanding of English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Past Simple Tense (negative-Interrogative)	Listening to a short text about the geographical features and climate of a country	Reading and answering questions about directions	SI: Asking and giving information about weather conditions	Writing a paragraph about places to visit in learners' hometown	PW: Learners write a list of interesting places in their town or area.	Cooperative learning	Good citizen (Collaboration Social awareness, Environmental sensitivity,Cross-cultural Awareness)	Portfolio Check 5 %
	-develop ability to communicate in the target language on familiar and routine topics	<u>Lexis:</u> Weather conditions	Listening to a short story and taking notes about its facts	Understanding instructions, signs, and notices	SP: Asking people about their holiday plans	Writing a paragraph about a city that learners visited	GW: Learners prepare a poster /short presentations about the environmental problems in their town or area.	Creativity	Safety and traffic (Health literacy,)	Quiz 3 (at the end of Unit 8 – including Units 6, 7 and 8) 5%
	-develop ability to describe in English aspects of immediate relevance	Movement (prepositions)	Understanding information related to the location of places in a town	Reading and identifying the writer's opinion in texts related to holidays and travel	SI: Asking for and giving directions to a place in learners' immediate environment	Writing an e- mail message from another country	IW: Learners prepare an article about a favourite member of a family.	Problem solving		Second Semester Mid- term Examination - four skills 90 %
	-acquire average competence in terms of assuming responsibility for task completion in the target language	Directions		Reading and answering questions about the past	SP: Talking about things that didn't happen in the past			ICT literacy		
		Social life	Listening and identifying lexis related to means of transport					Critical thinking		
		Public entertainment						Entrepreneurship (Initiative taking/self-direction)		
		Means of transport								
		Accommodation								
		Luggage and documents								

	<p>-develop average ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p> <p>- develop active approach to environmental problems, universal and societal values and needs in the increasingly globalized world</p>						present it to the class.			
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Year 7

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
9 More Shopping	<p>- develop understanding and ability to use English expressions and sentences in relation to familiar and routine topics</p> <p>- develop ability to communicate and exchange information in the target language on familiar and routine topics</p> <p>- develop ability to describe in English aspects and topics of immediate relevance</p> <p>- acquire average competence in terms of</p>	<p><u>Grammar:</u></p> <p>Comparative and superlative form of adjectives</p> <p><i>As+adjective+as</i></p> <p><u>Lexis:</u></p> <p>Shops</p> <p>Shopping</p> <p>Money and measurements</p>	<p>Listening and recognising shop names</p> <p>Listening and completing sentences about what to buy and where to buy</p> <p>Listening and understanding texts comparing people, places, and things</p> <p>Listening and understanding lexis related to money and measurement</p>	<p>Reading and understanding texts comparing one thing with the others in a group</p> <p>Reading and answering questions about shopping</p>	<p>SI: Asking and giving information about money and measurements</p> <p>SI: Discussing in a conversation about brands or fashion</p> <p>SI: Having a conversation while shopping at a market</p>	<p>Writing short and simple texts about differences between two people, places or things (by comparing qualitative features)</p> <p>Writing a short paragraph about learners' favourite shop</p>	<p>PW: Learners write a short conversation at a shop and present it to class.</p> <p>PW: Learners make comparisons about local shops and shopping centres and report results to the class.</p> <p>IW: Learners prepare a list of things s/he can buy at a shopping centre or a shop.</p> <p><u>Portfolio Dossier:</u></p> <p>Learners write an advert for a shop in their hometown.</p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction)</p> <p>Problem solving</p> <p>Creativity</p> <p>ICT literacy</p> <p>Critical thinking</p> <p>Entrepreneurship (Initiative taking/self-direction)</p>	<p>Good citizen (Collaboration, Social awareness, Cross-cultural awareness)</p>	

Year 7

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
10 My Future Plans	<ul style="list-style-type: none">- develop understanding and ability to use English expressions and sentences in relation to familiar and routine topics- develop ability to communicate and exchange information in the target language on familiar and routine topics- develop ability to describe in English aspects and topics of immediate relevance- acquire average competence in	<u>Grammar:</u> <i>Be going to</i> (for future)	Understanding people talking about their future plans	Reading and taking notes	SI: Taking part in dialogues related to future plans and intentions	Writing a letter to a friend about local festivals and celebrations	GW: Learners search the Internet for information on festivals in other countries.	Cooperative learning	Good citizen (Collaboration, Social awareness, Cross-cultural awareness)	Portfolio Check 5 %
		<i>Will</i> (for future arrangements)	Understanding phrases and sentences about cities and festivals	Reading and making predictions about future	SP: Asking people about their holiday plans	Writing a short paragraph about future intentions	WCA: Learners create a poster on local festivals/celebrations.	Personal and social capability (Inter-personal communication, Social interaction)		Quiz 4 (at the end of Unit 10 – including Units 9 and 10) 5%
		<u>Lexis:</u> Festivals and celebrations	Listening and identifying positive and negative feelings	Reading and answering questions about future plans	SP: Talking about festivals and celebrations		WCA: Learners make a list of things for organizing a party.	Problem solving		Second Semester Final Examination - four skills 90 %
				Reading and understanding a text about festivals and celebrations	SP: Giving wishes and congratulating people		<u>Portfolio Dossier:</u> Learners write an invitation to a party.	Creativity		(Semester Homework Assignment 10 %)
								ICT literacy		
								Critical thinking		
								Entrepreneurship (Initiative taking/self-direction)		

Abbreviations:

SP: Spoken production

SI: Spoken interaction

IW: Individual Work

PW: Pair Work

GW: Group Work

WCA: Whole Class Activity

YEAR 8

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
Preliminarily Work	- develop adequate understanding and ability to use English expressions and sentences in relation to familiar and routine topics	Grammar: Verb <i>to be</i> <i>Have got/ has got</i> <i>There is/ are</i>	Understanding others giving personal information	Understanding the main information of a text about people, family, and friends	SI: Exchanging personal information	Writing simple messages such as greetings and congratulations	IW: Learners write a letter or an e-mail including personal information. PW: Learners prepare questions for an interview about the topics covered in the unit (to be held in class).	Cooperative learning	Good citizen (Collaboration, Social awareness)	
	- develop adequate ability to communicate and exchange information in the target language on familiar and routine topics	<i>Like/ Dislike/ Hate+ V - ing</i>	Understanding essential information in short recorded passages (slowly and clearly articulated) related to everyday matters	Reading and understanding texts related to daily life	SI: Greeting and introducing people to each other in informal everyday conversations	Filling in a simple personal information form/ID card		Personal and social capability (Inter-personal communication, Social interaction)		
	- develop adequate ability to communicate and exchange information in the target language on familiar and routine topics	Subject pronouns	Understanding related to everyday matters	Reading and understanding lexis related to people’s free time activities	SI: Expressing likes and dislikes and asking about them in dialogues	Writing a short descriptive paragraph		Creativity		
	- develop adequate ability to communicate and exchange information in the target language on familiar and routine topics	Possessive adjectives	Understanding likes and dislikes and asking about them in dialogues	Reading and understanding texts related to school and school subjects	SI: Asking questions about school life and free time, and answering related questions	Writing a short paragraph about daily routines/school life		ICT literacy		
	- develop adequate ability to describe in English aspects and topics of immediate relevance	<u>Lexis:</u>	Understanding related to everyday matters	Reading and understanding texts related to school and school subjects	SI: Expressing likes and dislikes and asking about them in dialogues	Writing a short paragraph about daily routines/school life		Entrepreneurship (Initiative taking/self-direction)		
	- develop adequate ability to describe in English aspects and topics of immediate relevance	Family	Understanding related to everyday matters	Reading and understanding texts related to school and school subjects	SI: Asking questions about school life and free time, and answering related questions	Writing a short paragraph about daily routines/school life		Problem solving		
	- develop adequate ability to describe in English aspects and topics of immediate relevance	Everyday objects	Understanding related to everyday matters	Reading and understanding texts related to school and school subjects	SI: Asking questions about school life and free time, and answering related questions	Writing a short paragraph about daily routines/school life				
	- develop adequate ability to describe in English aspects and topics of immediate relevance	Clothes	Understanding related to everyday matters	Reading and understanding texts related to school and school subjects	SI: Asking questions about school life and free time, and answering related questions	Writing a short paragraph about daily routines/school life				
	- develop adequate ability to describe in English aspects and topics of immediate relevance	School and school	Understanding related to everyday matters	Reading and understanding texts related to school and school subjects	SI: Asking questions about school life and free time, and answering related questions	Writing a short paragraph about daily routines/school life				
	- acquire		Understanding related to everyday matters	Reading and understanding texts related to school and school subjects	SI: Asking questions about school life and free time, and answering related questions	Writing a short paragraph about daily routines/school life				

	<p>adequate competence in terms of assuming responsibility for task completion in English</p> <p>- develop adequate ability to adapt to the context in solving problems in English</p> <p>- acquire adequate CMC related skills for English language learning and use</p>	<p>subjects</p> <p>Daily life</p>			<p>lives</p>					
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YEAR 8

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
1 Technology and Communication	- develop adequate understanding and ability to use English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Present Simple Tense (affirmative-negative-questions-short answers)	Understanding others giving personal information	Reading and understanding texts related to daily life	SI: Exchanging personal information	Writing a short paragraph about daily routines	PW: Learners interview each other (using <i>How often...?</i> and relevant adverbs of frequency).	Cooperative learning	Good citizen (Collaboration, Social awareness, Cross-cultural awareness)	
	- develop adequate ability to communicate and exchange information in the target language on familiar and routine topics	Adverbs and expressions of frequency	Understanding essential information in short recorded passages (slowly and clearly articulated) related to everyday matters	Reading and understanding lexis related to people’s free time activities	SI: Greeting and introducing people to each other in informal everyday conversations	Writing simple letters about matters of common interest/ daily life		Personal and social capability (Inter-personal communication, Social interaction)		
		Articles : <i>zero/a/an/the</i>		Reading and understanding new lexis	SI: Expressing likes and dislikes and asking about them in dialogues	Making lists to organize learners’ time using apps		Creativity		
		Wh-question: <i>How often</i>						Problem solving		
		<u>Lexis:</u>						ICT literacy		
	- develop adequate ability to describe in English aspects and topics of immediate relevance	Online activities			SP: Talking about daily life			Entrepreneurship (Initiative taking/self-direction)		
		Technology words			SP: Asking for and giving opinion about a familiar issue	Writing a short paragraph about electronic gadgets (devices) used in				
		Electronic gadgets (Devices)			SP: Agreeing or disagreeing on					
	- acquire									

	<p>adequate competence in terms of assuming responsibility for task completion in English</p> <p>- develop adequate ability to adapt to the context in solving problems in English</p> <p>- acquire adequate CMC related skills for English language learning and use</p> <p>- develop (pro)active approach to environmental problems, universal and societal values and needs in the increasingly globalized world</p>	<p>Computer parts</p> <p>Applications (apps) (verbs)</p>			<p>a familiar issue and giving a reason</p>	<p>daily life</p>					
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YEAR 8

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
2 Teenage Life	- develop adequate understanding and ability to use English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Present Simple Tense vs. Present Continuous Tense	Understanding others giving personal information	Understanding the main information of a text about people, family, and friends	SI: Exchanging personal information	Writing a letter or an e-mail about future arrangements	<u>Portfolio Dossier:</u> IW: Learners give a Power Point presentation on school life/daily life.	Cooperative learning	Good citizen (Collaboration, Social awareness, Cross-cultural awareness)	Portfolio Check 5 %
	- develop adequate ability to communicate and exchange information in the target language on familiar and routine topics	Present Continuous Tense (for future arrangements)	Understanding the essential information in short recorded passages (slowly and clearly articulated) related to everyday matters	Reading and understanding texts related to daily life	SI: Asking questions about current actions and answering related questions	Writing a short paragraph about daily routines		Personal and social capability (Inter-personal communication, Social interaction)		
		Linkers: <i>and, also, too, before, after</i>		Reading and understanding lexis related to people’s free time activities	SI: Asking questions about daily life and answering related questions	Writing a letter describing what people are doing at a particular moment		Creativity		
		<u>Lexis:</u>	Listening and identify the cause of a problem	Reading and understanding the main ideas of texts				Problem solving		
		Types of home						ICT literacy		
	- develop adequate ability to describe in English aspects and topics of immediate relevance	Rooms	Understanding a situation when the speaker speaks fairly slowly		SP: Talking about things happening now, and about habits and routines		Entrepreneurship (Initiative taking/self-direction)			
	- acquire	Furniture and household objects								
		Daily life and free-time activities			SP: Talking about arrangements in the future					

	<p>adequate competence in terms of assuming responsibility for task completion in English</p> <p>- develop adequate ability to adapt to the context in solving problems in English</p> <p>- acquire adequate CMC related skills for English language learning and use</p> <p>- develop (pro)active approach to environmental problems, universal and societal values and needs in the increasingly globalized world</p>	<p>green energy sources</p> <p>Recycling/ recyclable materials (verbs)</p>			<p>completed in the past</p> <p>SI: Making and reacting to suggestions</p>		<p>Internet for Information on environmentalists' biographies and summarize it. They can also present results to the class.</p>			
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YEAR 8

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
4 Food and Cooking	- develop adequate understanding and ability to use English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Countable and uncountable nouns Expressions of quantity: <i>of</i> <i>quantity: a lot of, a little/ a few, some, any, no, much, many</i>	Listening and identifying kitchen utensils Listening for specific information Listening and completing notes	Reading and understanding texts about food and meals Reading and understanding texts about cooking Reading and understanding instructions related to cooking	SP: Talking about food and cooking SI: Discussing (In a conversation) waste food and diets SP: Expressing (in a dialogue) preferences when ordering food	Writing a recipe (ordering items) Writing polite requests	GW: Learners write a strange/ favorite recipe. <u>Portfolio Dossier</u> IW: Learners search the Internet for information on food and meals around the world and present it to the class.	Cooperative learning Personal and social capability (Inter-personal communication, Social interaction) Creativity ICT literacy Entrepreneurship (Initiative taking/self-direction) Problem solving	Good citizen (Collaboration, Social awareness, Cross-cultural awareness)	Portfolio Check 5 %
	- develop adequate ability to communicate and exchange information in the target language on familiar and routine topics	Quantifiers: <i>a bottle of, a box of, a packet of, a can of, a carton of, a jar of, a loaf of, a piece of</i> Question words: <i>How much/ many</i>	Listening and understanding conversations about food and quantities Listening and recognizing facts and opinions	Reading texts for specific information	SI: Engaging in a conversation (using polite requests) SI: Exchanging opinion about food					
	- develop adequate ability to describe in English aspects and topics of immediate relevance	Indefinite pronouns and adverbs Making requests (<i>Can I have...? I'd like</i>) Expressing opinion (<i>It tastes/smells/looks like</i>) + adj								
	- acquire adequate competence in terms of									

	<p>assuming responsibility for task completion in English</p> <p>- develop adequate ability to adapt to the context in solving problems in English</p> <p>- develop reflective and self-assessment skills through portfolio work</p> <p>- acquire adequate CMC related skills for English language learning and use</p>	<p><u>Lexis:</u></p> <p>Food and drinks</p> <p>Kitchen utensils (verbs)</p>								
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YEAR 8

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
5 People	<p>- develop adequate understanding and ability to use English expressions and sentences in relation to familiar and routine topics</p> <p>- develop adequate ability to communicate and exchange information in the target language on familiar and routine topics</p> <p>- develop adequate ability to describe in English aspects and topics of immediate relevance</p> <p>- acquire adequate</p>	<p><u>Grammar:</u> Future <i>will</i> (for predictions/decisions)</p> <p>Future <i>going to</i> (for intentions/plans)</p> <p>Linkers: <i>so, and, because</i></p> <p><u>Lexis:</u> Personality (adjectives)</p> <p>Feelings (adjectives with prepositions)</p> <p>Countries, nationalities and languages</p> <p>Continents (verbs)</p>	<p>Understanding future predictions, decisions, and plans when listening</p> <p>Understanding the key point of an announcement or news on the radio or television</p> <p>Listening and understanding future plans of people</p> <p>Recognizing when speakers need time to think</p>	<p>Reading and understanding essential information of extracts from a personal essay, a letter, an e-mail, etc.</p>	<p>SI: Exchanging opinions about the future</p> <p>SP: Making predictions about the future world</p> <p>SP: Producing conditional statements about the future</p> <p>SP :Introducing learners’ own and/or people’s personality in the immediate environment</p> <p>SP: Describing learners’ own/people’s feelings about doing things</p>	<p>Writing about the world in future</p> <p>Writing about learners’ own plans for the future</p> <p>Writing an informal letter or an e-mail (including personal details and information)</p> <p>Writing about results and reasons (using linkers <i>so</i> and <i>because</i>)</p>	<p>GW: Learners make predictions about schools in the future.</p> <p>IW: Learners write an e-mail to a friend about their plans for summer holiday.</p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction)</p> <p>Creativity</p> <p>Problem solving</p> <p>ICT literacy</p> <p>Entrepreneurship (Initiative taking/self-direction)</p> <p>Critical thinking</p>	<p>Good citizen (Collaboration, Social awareness, Environmental literacy, Cross-cultural awareness)</p>	<p>Quiz 2 (at the end of Unit 5 – including Units 4 and 5) 5%</p> <p>First Semester Final Examination - four skills 90 %</p>

<p>competence in terms of assuming responsibility for task completion in English</p> <p>- develop adequate ability to adapt to the context in solving problems in English</p> <p>- acquire adequate CMC related skills for English language learning and use</p> <p>-develop (pro)active approach to environmental problems, universal and societal values and needs in the increasingly globalized world</p>				<p>SI: Asking and answering about hopes and plans</p> <p>SI: Asking and answering about predictions for the future events</p> <p>SI: Offering help and expressing spontaneous decisions</p>						
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YEAR 8

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
6 Health and Body	- develop adequate understanding and ability to use English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Zero and first conditionals	Listening to a podcast and following instructions	Reading and understanding a problem posted on an internet forum	SP: Using the first conditional to talk about possible situations in the future and their results	Completing conditional sentences based on condition-result relationship	PW: Learners role play doctor-patient interaction (<i>Doctor asks about problem (s), patient answers, doctor gives advice</i>).	Cooperative learning	Good citizen (Collaboration, Social awareness)	
	- develop adequate ability to communicate and exchange information in the target language on familiar and routine topics	Modal: <i>should/ shouldn't</i> (for advice-question form)	Listening for specific information	Reading a text for comprehension and answering related questions	SP: Using the zero conditional to talk about situations that are always true	Making a list of activities on the computer	GW: Groups take turns to continue sentence sequences. After each sentence, they should ask what will happen next. (Ex. <i>If it's sunny, I will go to the park. Group-What will you do if you go to the park?</i>)	Personal and social capability (Inter-personal communication, Social interaction)	Safety and traffic (Health literacy)	
	- develop adequate ability to describe in English aspects and topics of immediate relevance	<u>Lexis:</u> Parts of the body	Listening and understanding reactions of speakers when they hear bad or good news	Reading and completing the missing information	SI: Asking and answering about what should be done in different conditions	Writing about illnesses and their symptoms and giving advice by replying		Creativity		
	- acquire adequate competence in terms of	Exercise (verbs)	Understanding spoken instructions		SI: Communicating messages (in a talk) with the interlocutor	Writing a forum post explaining a real or invented problem on an internet forum page		Problem solving		
		Health problems (Symptoms) (verbs)	Listening for and understanding sequences for instructions		SI: Asking for and understanding advice at the doctor's			ICT literacy		
			Listening for adverbs of manner					Entrepreneurship (Initiative taking/self-direction)		
							Critical thinking			
							GW: Learners prepare signs on what can be done for			

	<p>assuming responsibility for task completion in English</p> <p>- develop adequate ability to adapt to the context in solving problems in English</p> <p>- acquire adequate CMC related skills for English language learning and use</p>				<p>Sl: Asking for and giving advice about health and body care</p> <p>SP: Talking about learners' illness experiences</p> <p>Sl: Taking part in short dialogues</p>		healthy life.				
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YEAR 8

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
7 Jobs and Workplaces	- develop adequate understanding and ability to use English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Present Perfect Tense (affirmative-negative-questions-short answers-short forms)	Listening and completing notes	Reading and identifying the topic of paragraphs	SP: Talking about actions and events at an unspecific time in the past	Writing informal e-mails and letters	<u>Portfolio Dossier:</u> GW: Each group prepares posters on rules for various workplaces.	Cooperative learning	Good citizen (Collaboration, Social awareness, Environmental literacy) Safety and traffic (Health literacy)	Portfolio Check 5 % Quiz 4 (at the end of Unit7 – including Units 6 and 7) 5% Second Semester Mid-term Examination - four skills 90 %
	- develop adequate ability to communicate and exchange information in the target language on familiar and routine topics	Modals (for obligation, prohibition and necessity): <i>must/mustn't, have to/don't have to</i>	Listening and identifying lexis related to work	Reading and understanding texts about jobs	SI: Making apologies when engaging in a conversation	Writing sentences about actions and events at an unspecific time in the past		Personal and social capability (Inter-personal communication, Social interaction)		
	- develop adequate ability to describe in English aspects and topics of immediate relevance	<i>Had to / didn't have to</i>	Listening to people making apologies and completing related conversations	Reading a questionnaire about time	SI: Reacting to apologies when engaging in a conversation			Creativity		
	- acquire adequate competence in terms of	<u>Lexis:</u> Jobs Places of work Work and study (verbs)	Listening, understanding, and responding to instructions		SP: Talking about things you need or don't need to do			Problem solving		
			Understanding dialogues on rules, laws, and general signs		SP: Talking about obligation, prohibition, and necessity			Entrepreneurship (ICT literacy)		
					SI: Warning interlocutor(s) (in a		Initiative taking/self-direction)			
							Critical thinking			

<p>assuming responsibility for task completion in English</p> <p>- develop adequate ability to adapt to the context in solving problems in English</p> <p>- develop reflective and self-assessment skills through portfolio work</p> <p>- acquire adequate CMC related skills for English language learning and use</p> <p>- develop (pro)active approach to environmental problems, universal and societal values and needs in the increasingly globalized world</p>				conversation) about rules and signs						
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YEAR 8

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
8 Media and Social Trends	- develop adequate understanding and ability to use English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Present Perfect Tense (adverbs: <i>ever, never, just, already, yet, for, since</i>)	Understanding texts about personal experiences	Reading for comprehension of the main information of a text	SP: Talking about life experiences	Writing a paragraph about life experiences	IW: Learners write a paragraph about their life experiences to be shared in a blog.	Cooperative learning	Good citizen (Collaboration, Social awareness, Environmental literacy, Cross-cultural awareness)	Portfolio Check 5 %
	- develop adequate ability to communicate and exchange information in the target language on familiar and routine topics	Present Perfect Tense vs. Past Simple Tense	Understanding collocations in texts related to social trends	Reading and understanding texts about films and TV programmes	SP: Talking about recent actions or planned actions	Completing the missing information in a given conversation	<u>Portfolio Dossier</u> GW: Learners design a survey on favourite TV programmes or types of music.	Personal and social capability (Inter-personal communication, Social interaction)		
	- develop adequate ability to describe in English aspects and topics of immediate relevance	Wh-question: <i>How long</i>	Listening and understanding conversations about TV programmes and films	Reading and identifying the author's argument	SI: Communicating about life experiences	Writing questions about life experiences		Creativity	Safety and traffic (Health literacy)	
	- acquire	<u>Lexis:</u> Experiences	Listening and identifying the audio type (i.e. a talk, a conversation, a news programme etc.)		SP: Comparing recent actions and past actions	Making notes about favourite TV programmes or films		Problem solving		
		Things we listen to			SP: Talking about past activities and life experiences (using relevant time adverbs)	Writing sentences about life experiences (using <i>for</i> and <i>since</i>)		ICT literacy		
	Things we watch			SP: Talking about past activities and life experiences (using relevant time adverbs)	Writing sentences about life experiences (using <i>for</i> and <i>since</i>)		Entrepreneurship (Initiative taking/self-direction)			
	Things we read			SI: Asking and answering questions about life experiences (using <i>for</i> and			Critical thinking			

	<p>adequate competence in terms of assuming responsibility for task completion in English</p> <p>- develop adequate ability to adapt to the context in solving problems in English</p> <p>- develop reflective and self-assessment skills through portfolio work</p> <p>- acquire adequate CMC related skills for English language learning and use</p> <p>- develop (pro)active approach to environmental problems, universal and societal values and needs in the increasingly</p>	<p>Types of films</p> <p>TV programmes</p> <p>Crime</p>			since)					
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YEAR 8

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
9 Sports	- develop adequate understanding and ability to use English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Relative clauses: <i>who, where, which, that</i>	Understanding texts about personal experiences	Reading and understanding texts about sports	SP: Talking about sports	Writing sentences describing people, places, and things (using relative pronouns)	WCA: Learners mime actions for various sports (can be played as a game).	Cooperative learning	Good citizen (Collaboration, Social awareness, Environmental sensitivity, Cross-cultural awareness)	Quiz 4 (Units 8 and 9) 5%
	- develop adequate ability to communicate and exchange information in the target language on familiar and routine topics	Comparative and superlative adjectives: <i>less, the least, (not) as...as, too and (not) enough</i>	Understanding collocations in texts related to sports (i.e. <i>go swimming, do gymnastics, etc.</i>)	Reading and understanding written instructions for health and body care	SP: Comparing people, things, and places	Listing things to do (sports) on a poster on healthy living	PW: Learners compare and contrast sports and write related sentences.	Personal and social capability (Inter-personal communication, Social interaction)	Safety and traffic (Health literacy)	Second Semester Final Examination - four skills 90 %
	- develop adequate ability to describe in English aspects and topics of immediate relevance	<u>Lexis:</u>	Listening and understanding conversations about sports	Reading and understanding a paragraph about media	SP: Comparing types of sports	Writing a paragraph about favourite sport(s)		Problem solving		
	- acquire adequate competence in terms of assuming	Ball sports	Listening and understanding a text comparing two people, things, places or sports		SI: Asking and answering questions about favourite sports		Entrepreneurship (Initiative taking/self-direction)			
		Water sports			SI: Exchanging information about sports equipment		Critical thinking			
		Winter sports								
		Other sports	Listening for specific information		SI: Giving congratulations and expressing sympathy with people in short conversations					
		Sports equipment								
		Collocations with <i>go</i> and <i>do</i>								

	<p>responsibility for task completion in English</p> <p>- develop adequate ability to adapt to the context in solving problems in English</p> <p>- acquire adequate CMC related skills for English language learning and use</p> <p>- develop (pro)active approach to environmental problems, universal and societal values and needs in the increasingly globalized world</p>	<p>Health and body care</p> <p>Feelings and opinions (adjectives - <i>ed</i> and -<i>ing</i>)</p>								
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Abbreviations:

SP: Spoken production

SI: Spoken interaction

IW: Individual Work

PW: Pair Work

GW: Group Work

WCA: Whole Class Activity

Assessment Criteria for Secondary Level: (required by the Ministry)

Writing and Use of Language : 35 %

Reading and Functional Language: 25 %

Speaking: 15 %

Listening: 15 %

Portfolio + Quizzes: 10 %

WORDLISTS FOR YEARS 6, 7 AND 8

YEAR 6

UNIT TOPICS	LEXIS
<i>Preliminary Work</i>	<p>Colours: : red, orange, yellow, green, blue, white, purple, pink, black, brown, grey, gold, silver, light .../dark...</p> <p>Classroom objects: pen, pencil, pencil case, door, teacher, pupil, window, ruler, rubber, sharpener, desk, table, board, book, bag, dictionary, bin, bookcase, map, calendar, clock, shelf picture, cupboard, timetable, eraser, white board, smart board</p>
1 All About Me	<p>Countries/Nationalities/Languages: England/ English, Germany/German, Brazil/Brazilian, Canada/Canadian, China/Chinese, France/French, Ireland/Irish, India/Indian, Italy/Italian, Spain/Spanish, Russia/Russian, Iran/Iranian, the USA/American, the UK/British, Australia/Australian, Poland/Polish, Portugal/Portuguese, Romania/Romanian, Bulgaria/Bulgarian</p> <p>Family words: aunt, brother, cousin, mother, daughter, family, father, friend, grandchild, granddaughter, grandfather, grandmother, grandson, parent, sister, son, uncle, wife, husband, parent, grandparent, nephew, niece, mother-in-law, father-in-law, married, single, engaged, divorced</p> <p>Body related vocabulary: head, eye, nose, mouth, ear, hair, face, tooth/teeth, arm, shoulder, leg, finger, hand, toe, foot/feet, knee, elbow, back, neck</p> <p>Character and personal appearance, adjectives: quiet, friendly, kind, funny, clever, hard-working, lazy, curly, straight, fair, dark, blond(e), bald, moustache, beard, ponytail</p>
2 A Better Life	<p>Animals and pets: domestic, wild, sheep, horse, donkey, rabbit, cow, pig, elephant, tiger, whale, dolphin, turtle, kangaroo, monkey, cheetah, insect, koala, panda, ostrich, eagle, chicken, hamster, mouse</p> <p>School and school subjects: lesson, classroom, school, canteen, class, homework, headmaster, timetable, break/recess, Turkish, English, French, German, Greek, History, Geography, Social sciences, Maths, Music, Science, Art, P.E (Physical Education), RE (Religious Education), Computer studies</p> <p>Things in a room: door, floor, wall, window, bed, chair, desk, table, clock, computer, light, picture, rug, lamp</p>
3 Life and Technology	<p>Daily activities: do homework, finish school, get up, go home, go to bed / school, have a shower / bath, have breakfast / lunch / dinner</p> <p>Free time activities: go shopping, go to the cinema, go on the Internet, listen to music, meet friends, play football / video games, read a book, ride a bike, watch TV</p> <p>Jobs: actor, artist, manager, cleaner, cook, dentist, doctor, driver, engineer, farmer, football player, mechanic, nurse, receptionist, tour guide, shop assistant, singer, waiter/ waitress, worker, writer, vet, housewife, public servant</p> <p>Music related vocabulary: piano, guitar, violin, drums, flute, organ, saxophone, trumpet, pop, rock, classical, folk, punk, metal, Latin, rap, jazz, hip hop, concert, gig, band, instrument</p> <p>Places in town: bus station, bus stop, city center, square, street, town, underground, zoo, petrol station, post library, museum, bank, café, cinema, theatre, farm, pharmacy, clothes shop, shopping center</p>

	<p>Socializing and communicating through technology: social networking sites (Facebook, twitter, Instagram), blog, webpage, webcam, address, celebrity fan pages, search engine (google, yahoo), personal computer (PC), password, code, website</p>
<p>4</p> <p>Holiday and Travel</p>	<p>House related vocabulary: apartment, balcony, armchair, bath(tub), bathroom, bedroom, blanket, carpet, cooker, cupboard, curtain, dining room, downstairs, drawer, entrance, flat, fridge (refrigerator), furniture, garage, garden, gate, hall, heating, key, kitchen, living room, shelf, shower, sink, sitting room, sofa, toilet, towel</p> <p>Holiday related vocabulary: hotel, tent, station, ticket, tour, tourist, camera, traditional food/clothes, souvenir, swimming pool</p> <p>Transport: bike, car, bus, train, plane, coach, tram, taxi</p> <p>Food and drinks: apple, banana, biscuit, bread, breakfast, burger, butter, cake, candy, carrot, cereal, cheese, chicken, chips, chocolate, coffee, cola, cream, curry, dessert, dinner, egg, fish, grape, honey, ice cream, jam, juice, lemon, lemonade, meat, melon, milk, water, mushroom, oil, omelette, onion, orange, pasta, pear, pepper, cake, pizza, potato, rice, roast, salad, salt, sandwich, sausage, snack, soup, steak, sugar, sweet, tea, toast, tomato, yog(h)urt, fruit, food, vegetable, meal, menu</p> <p>Shopping and prices: cost, sale, money, note, change, pound (written £), penny, euro (written €), cent, dollar, Turkish lira, credit card, receipt, bill, order</p>
<p>5</p> <p>My Style</p>	<p>Clothes and accessories: bag, bathing suit, belt, blouse, boot, bracelet, cap, clothes, coat, costume, dress, earring, glasses, glove, handbag, hat, jacket, jeans, jumper, necklace, purse, raincoat, ring, scarf, shirt, shoes, shorts, skirt, suit, sunglasses, swimsuit, tie, tights, trainers, trousers, t-shirt, uniform, wallet, watch</p> <p>Personal possessions: ID card, passport, wallet, purse, bicycle, driving license</p> <p>Likes and dislikes: swim, travel, camp, cook, have picnics, take photos, collect shells/stamps, dive, play board/ computer games, do jigsaw puzzle, make models, read books, play chess, act</p>
<p>6</p> <p>Environment</p>	<p>Weather: cold, hot, warm, dry, wet, cool, rainy, windy, stormy, sunny, snowy, cloudy, foggy, temperature, degree (F°/C°)</p> <p>Landscape: beach, mountain, lake, river, sea, forest, wood, village, ocean, island, peninsula, sky, town</p> <p>Seasons: spring, summer, autumn, winter</p> <p>Continents: Africa, Australia, North America, South America, Asia, Antarctica, Europe</p> <p>Adjectives of opinion: amazing, beautiful, boring, brilliant, cool, difficult, easy, excellent, exciting, fantastic, friendly, good, happy, hard, important, interesting, lovely, popular, pretty, special, strange, useful, wonderful</p> <p>Celebrations: birthday party, graduation ceremony, wedding, Halloween, Ramadan, Bayram, New Year Celebrations, Christmas, traditional/ local / international festivals, concert, invitation card</p>

7 Sports and Health	<p>Prepositions of place: above, behind, between, in, in front of, near, next to, on, opposite, under</p> <p>Sports and physical activities: basketball, baseball, football, horse riding, cycling, table tennis, darts, tennis, sailing, ice-skating, skiing, jogging, aerobics, volleyball, swimming, rowing, camping, yoga, walking, surfing</p> <p>Personal well-being: accident, exercise, health, sick, stomach/ear/ head / toothache, broken arm / leg</p>
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YEAR 7

UNIT TOPICS	LEXIS
Preliminary Work	<p>Place of origin: To be from... I am from London, I am/come from...</p> <p>Countries: names of countries</p> <p>Nationalities: names of nationalities</p> <p>Religion: Mosque, church, Muslim, Christian, Jewish, Hindu, Buddhist</p> <p>Names of animals: e.g. cat, dog, tiger, cow, bird, horse, insect</p> <p>Names of plants: (e.g. grass, flower, tree, vegetable, plant)</p>
1 My Social Life	<p>Gender: male, female</p> <p>Marital status: single, married, divorced, engaged and separated</p> <p>Family members: family, father/dad, mother/mum, husband, wife, child, son, daughter, brother, sister, granddad/grandfather, grandma/grandmother, grandparents, grandchild, grandson, cousin, aunt, uncle, parents</p> <p>Places in town: flat, house, building, town/city centre, town, city, café, cinema, park, restaurant, school, sports centre, swimming pool, zoo, airport, castle, library, museum, shopping centre, square, stadium, station, theme park, tower</p>
2 My Home	<p>Adverbs of frequency: never, sometimes, usually, always, often, normally, hardly ever</p> <p>Daily activities: finish school, get up, go to bed, go to school, have breakfast/lunch/dinner, brush hair, clean teeth, do homework, get dressed, get home, have a shower, pack bag, wake up, (re)-organise things, make space, make a decision</p> <p>Rooms, furniture and other things in the house: house, flat, room, floor, garden, (up/down) stairs, window, door, wall, -to rent, -to let, -to sell, bathroom, bedroom, dining room, hall, kitchen, living room, garage, toilet, armchair, bookcase, carpet, cooker, cupboard, curtains, fridge, shelf (shelves), sofa, wardrobe, washing machine, lamp, windows, door, wall</p> <p>Telling the time: o'clock, half, quarter, minute, hour, past, to</p>
3 School Life	<p>Basic terminology related to education: an exercise book, a pen/pencil, a rubber/eraser, a student book/course book, a workbook, a board/blackboard, a book, a computer, a desk, a clock, a poster, a shelf, a timetable, teacher, student, pupil, headmaster, headmistress, classmate</p> <p>Names of the curricular subjects: art, design& technology, drama, English, geography, history, IT (information technology), languages, maths, music, PE (physical education), science</p>

	<p>Classroom language: answer questions, explain, find, match, fill, study, complete, example, do exercise, do sports, do tests, go on the Internet, play games, watch videos, write Essays, pair work, group work</p> <p>Clothes and accessories: bag, dress, hat, jacket, jeans, shirt, shoes, skirt, socks, sunglasses, trainers, trousers, T-shirt, backpack, belt, coat, earrings, gloves, hoody, jumper, scarf, shorts, tie, tracksuit top/bottoms</p> <p>Describing people: tall, short, slim, dark, fair, good-looking, to be (+not) (+very)</p> <p>Types of institution: school (primary, high-), college, university, summer school</p>
<p>4</p> <p>Having Free Time</p>	<p>Places in public buildings: coffee shop, entrance, first floor, gift shop, ground floor, information desk, lift, stairs, ticket office, toilet</p> <p>Cause and effect: so/as</p> <p>Activity verbs: arrive, leave, come, go, go out, stay in, laugh, cry, open, close, put on, take off, send, get stand, sit, start, end, talk to, listen to, go on the internet, go shopping, go swimming, go to the cinema, listen to music, meet friends, play football, play the piano, play video games, read a book, ride a bike, watch television, dance, sing</p>
<p>5</p> <p>Healthy Living</p>	<p>Countable and uncountable nouns-Qualifiers: some/any/a few/a little/many/much/I like/dislike noun or gerund</p> <p>Types of food and drinks: breakfast, lunch, dinner, meal, apple, banana, burger, bread, cheese, chicken, coffee, drink, egg, fish, fruit, vegetable, ice-cream, salt, pepper, grapes, ice cream, juice, meat, milk, mineral water, orange, pizza, pasta, rice, salad, sandwich, steak, tea, butter, cake, carrot, chips, chocolate, cola, onion, potato, soup, sweets, tomato, yoghurt, lemon, dessert, menu, sauce, packed lunch, taco</p> <p>Lifestyle adjectives: active, busy, fit, ill, lazy, lucky, stressed, tired, unhappy, well, to sleep, to wake up, to feel, to look, (un)well, to feel well, better, hungry, thirsty, tired</p>
<p>6</p> <p>Sports and Games</p>	<p>Names of sports and games: baseball, basketball, cycling, football, golf, hockey, horse-riding, ice skating, sailing, skiing, surfing, swimming, tennis, table tennis, volleyball , American football, badminton, bowling, cards, chess, cricket, gymnastics, ice hockey, rugby, skateboarding, snowboarding, video games</p> <p>Game related verbs: climb, destroy, hit, jump (over), look for, lose, move, shoot, throw, win, play, watch, swim, walk, cycle</p>
<p>7</p> <p>Times of Life</p>	<p>Dates: day, month, year, seasons</p> <p>Times of life: baby, child, teenager, middle-aged, pensioner, young, adult, be born, grow up, get old, die</p> <p>Personality related adjectives: calm, cheerful, cool, friendly, funny, nice, polite, rude, serious, shy</p>
<p>8</p> <p>Travel on Holiday</p>	<p>Weather conditions: cloud, cloudy, cold, fog, foggy, hot, rain, rainy(it's raining), sun, sunny, warm, wind, windy.</p> <p>Prepositions of movement: across, along, around, down, into, out of, past, through, towards, up</p> <p>Means of transport: car, boat, coach, helicopter, lorry, motorbike, plane, ship, train, tram, underground, bus, taxi, ship</p>

	<p>Accommodation: airport, camping-site, guest house, hotel, tent, to book, room, single room, double room, key, bill, information office, journey, ticket, station</p> <p>Luggage and documents: luggage, bag, suitcase, passport, ID card</p> <p>Public entertainment: cinema, theatre, film, opera, play, show, to dance, to sing to play, ticket</p> <p>Directions: go straight on, turn, (on the) left/right, round the corner</p>
<p>9</p> <p>More Shopping</p>	<p>Shops and shopping: baker's, bookshop, butcher's, chemist, clothes shop, department store, electronics shop, music shop, newsagent, pet shop, sports shop, toy shop, factory, farm, hospital, office, school</p> <p>Money and measurements: Turkish lira, cent, dollar, euro, kilogram/kilo, kilometre, litre, metre, mile, pence/p, pound</p>
<p>10</p> <p>My Future Plans</p>	<p>Festivals celebrations: candles, celebration, costume, decorations, fireworks, parade, celebrate, decorate, invite, wish</p> <p>Feelings: afraid, angry, bored, embarrassed, excited, interested, nervous, relaxed, surprised, worried</p>

YEAR 8

UNIT TOPICS	LEXIS
<p><i>Assumed Knowledge/ Preliminary Work</i></p>	<p>Family words: mum, dad, sister, brother, cousins, grandparents, aunt, uncle, husband, wife, siblings</p> <p>Everyday objects: bag, pencil case, pencils, lunchbox, timetable, exercise books, textbooks, house key,</p> <p>Clothes: trousers, jeans, shirt, sweatshirt, shoes, trainers, skirt, dress</p> <p>School and school subjects: English, Maths, Turkish, History, Geography, Physical Education (PE), Arts, Music, Religious Education, Science, Information and Computer Technology (ICT)</p> <p>Daily life: home, daily routines, school, library, family, bedroom, study, sports centre, daily routines</p> <p>Classroom phrases: Hurry up!, open your books, I don't understand the question, Can I go to the bathroom, please?, can I borrow your rubber?, Can you repeat, please? How do you say it in English? do your homework, be on time, have a break</p>
<p>1</p> <p>Technology and Communication</p>	<p>Adverbs of frequency: always, usually (normally), often (regularly), sometimes (occasionally), rarely (hardly ever), never, from time to time, now and then, everyday</p> <p>Online activities: go on the Internet, listen to music, get new apps, find your destination/location, organize your time, chat online, send or receive e-mails or text messages, do a project, watch a video, play games, video conferencing, use a social networking site (e.g. Facebook)</p> <p>Technology related words and devices: IT (Information Technology), camera, computer, games console, laptop, mobile, MP3 player, tablet, DVD player, adverts, appliance, blog, icon, invention, suburb, GPS (Global Positioning System), Internet connection, Wi-Fi connection, robots, automatic machines, wireless/remote control, digital, cyber/virtual world, satellite</p> <p>Online communication tools: mobile phones, online-video conferences, e-mails, online/text, emails</p> <p>Computer parts: head phones, keyboard, microphone, monitor, mouse, printer mouse, printer, screen, speaker, USB port, webcam</p> <p>Applications (apps): app store, calculator, calendar, compass, games, mail, maps, messages, social networking, videos, web browser</p> <p>Related verbs: log in/on, connect, find out, relax, switch off, write code/password</p>

<p>2</p> <p>Teenage Life</p>	<p>Types of home: apartment, flat, house</p> <p>Rooms and sections: bathroom, bedroom, dining room, hall, kitchen, living room, study room, balcony, garden, garage</p> <p>Furniture and household objects: armchair, bed, bookshelf, desk, carpet, cupboard, shelf, sofa, wardrobe, table, chair, clock, light, fridge, cooker, dishwasher, kettle, microwave, lamp, phone, radio, washing machine, bath, curtains, door, gate, floor, ceiling, picture, shower, sink</p> <p>Daily life and free-time activities: go ice-skating, go shopping, go to cinema, listen to music, meet friends, play football, play an instrument, read a book, ride a bike, watch television</p> <p>Household jobs: clean the floor, clear the table, set the table (lay the table), do the ironing, do the washing, do the washing-up, load the dishwasher, make the bed, sort the recycling, take out the rubbish, tidy the room, vacuum the floor, feed the pet</p> <p>Related words: advantage, disadvantage, chore, fair, generation, meeting place, organization originally, relatives, remote control, soap opera</p> <p>Related verbs: argue, go out (with), mess, revise for an exam, study for an exam, take turns, train</p>
<p>3</p> <p>Our World</p>	<p>Landscapes and natural features: beach, island, mountain, river, sea, tree, forest, coast, countryside, desert, field, flower, leaf(leaves), grass, hill, ice sheet, lake, savannah, stream</p> <p>Wildlife: bear, dolphin, whale, frog, hare, donkey, owl, eagle, flamingo, partridge, parrot, penguin, ant, bee, spider, butterfly, mosquito, crocodile, snake, turtle, zebra, giraffe, cheetah, hippopotamus, tiger, snake, fox</p> <p>Domestic animals: cow, sheep, goat, rabbit, dog, cat, budgie, gold fish, horse</p> <p>Global problems and taking action: International Red Cross and Red Crescent Movement, (air/water/noise/soil /visual) pollution, climate change, global warming, recycling, reusing, minimizing waste, preventing, composting, cleaning environment, Green Peace</p> <p>Natural disasters: earthquake, hurricane, tornado, flood, lightning, avalanche, forest fire, explosion, volcanic eruption, tsunami, drought</p> <p>Global citizenship: human rights, equal rights, animal rights, active citizenship, protecting our world, helping others, language learning</p> <p>Alternative/Renewable/Green Energy Sources: Solar energy, wind power, hydroelectric energy, geothermal energy, biofuels, natural gas</p> <p>Recycling/ Recyclable materials: glass, paper, metal, plastic, textiles, electronics, food and garden waste</p> <p>Related words: campaign, litter, low, sleeping bag, species, success, temperature, torch</p> <p>Related verbs: awake, bark, chase, cover, go down, join, make a speech, plant, reach a goal, save, protect, scream, smell, take part (in)</p>

<p>4</p> <p>Food and Cooking</p>	<p>Indefinite pronouns and adverbs: -body/one, -where, -thing: <i>everybody, somewhere, no one, anything etc.</i></p> <p>Food and drinks: carrot, onion, potato, salad, tomato, parsley, pepper, celery, coriander, lettuce, cucumber, zucchini, pumpkin, squash, apple, banana, grapes, lemon, orange, grapefruit, cherry, melon, watermelon, mulberry, chicken, steak, fillet, fish, seafood, meat, lamb, beef, ham, butter, cheese, egg, ice-cream, milk, jam, olives, olive oil, omelette, pancake, sauce, bread, cake, chips, chocolate, pasta, pizza, biscuits, cream, dessert, rice, sandwich, soup, sweets, meat balls, kebab, molehiya, hellim, tarhana soup, green salted olives (çakistes)coffee, tea, cola, milk, juice, mineral water, spring water, milkshake</p> <p>Kitchen utensils: bowl, chopping board, frying pan, knife, fork, spoon, saucepan, drainer, grader, plate, table cloth</p> <p>Related verbs: beat, chop, cut, fry, heat, pour, stir, throw away, waste, mix, cook, drain, grade, bake, roast, boil</p> <p>Related words: allergic (to something), delicious, diet, flour, fresh, golden brown, ketchup, salt, spices, sugar, vegetarian, waste, baked, roasted, boiled</p>
<p>5</p> <p>People</p>	<p>Personality adjectives: calm, cheerful, friendly, funny, polite, rude, serious, shy, ambitious, brave, clever, competitive, confident, creative, emotional, generous, kind, patient</p> <p>Adjectives with prepositions (feelings): bad at, good at, bored with, excited about, interested in, scared of, afraid of, tired of, fond of, worried about</p> <p>Countries, nationalities, and languages: Cyprus-Cypriot-Turkish/Greek, Turkey-Turkish/Turk-Turkish, Britain-British-English, Greece-Greek-Greek, Brazil-Brazilian-Portuguese, China-Chinese-Chinese, Egypt-Egyptian-Arabic, France-French-French-Italy-Italian-Italian, Japan-Japanese-Japanese, Mexico-Mexican-Spanish, Poland-Polish-Polish, Russia-Russian-Russian, Spain-Spanish-Spanish, Sweden-Swedish-Swedish, USA-American-English, Vietnam-Vietnamese-Vietnamese</p> <p>Continents: Europe, Asia, Oceania (Australia), North America, South America, Africa, Antarctica</p> <p>Related verbs: belong, doodle, pattern, trust</p> <p>Related words: arrow, circle, shape, square, triangle, personality, pattern, doodle</p>
<p>6</p> <p>Health and Body</p>	<p>Parts of the body: arm, back, ear, eye, face, foot (feet), hand, head, leg, mouth, nose, tooth (teeth), toe, finger, shoulder, cheek, lips, eyebrows, eyelids, hair, ankle, chest, knee, neck, throat, thumb, internal organs (stomach, brain, kidney, liver, heart, intestines, lungs)</p> <p>Exercise verbs: hold, warm up, look down, look up, point, pull, sit down, stand up, stretch, touch, turn</p> <p>Health problems (Symptoms): backache, cough, cold, headache, runny nose, sore throat, stomach ache, temperature, hurt, unfit, sun burnt, the flu</p> <p>Related verbs: burn, destroy, overtake, heal, treat, recover, have a rest, lie down, visit a doctor</p> <p>Related words: audience, balanced, bone, complex, equal, eye contact, flag, fun run, race, puzzle, hurt, sun cream, universe, whole, advice, medicine, ill, illness, symptoms</p>

<p>7</p> <p>Jobs and Workplaces</p>	<p>Jobs: farmer, nurse, doctor, fire fighter, receptionist, cook, waiter, waitress, teacher, shop assistant, artist, cleaner, dentist, driver, engineer, fitness trainer, civil servant, police, hairdresser, journalist, mechanic, pilot, secretary, travel agent, (internal home/fashion) designer, architect</p> <p>Places of work: farm, hospital, hotel, restaurant, school, shop/shopping centre, gym, factory, garage, hair salon, office, travel agency, police department, government departments, fire brigade</p> <p>Work and study: business, career, company, course, exams, certificate, diploma, degree, full-time job, part-time job, qualifications, term, university</p> <p>Related verbs: achieve, cut, design, develop, entertain, fix, never mind, risk, support</p> <p>Related words: apology, cruel, dangerous, death, developer, equipment, on time, PS, successful</p>
<p>8</p> <p>Media and Social Trends</p>	<p>Experiences: cook a meal, ride a horse/camel, travel abroad, meet a famous person, take part in a project, help old people, watch a film, eat Chinese/Mexican/Italian food, play a musical instrument, do karate, sing karaoke, see a ghost, win a competition/award, see an UFO, visit a place, be/appear on TV, ride a bike/horse, ride on a camel, drive a car, do karate/ sports, fly a balloon</p> <p>Things we listen to: a CD, music, a podcast, the radio</p> <p>Things we watch: a DVD, a film, television, a TV program, a video</p> <p>Things we read: a book, a comic, a magazine, a newspaper, a paper, a blog</p> <p>Types of films: action/adventure, cartoon, documentary, horror, science fiction, western</p> <p>TV programs: chart show, cookery show, game show, news, weather</p> <p>Crime: accident, ambulance, arrest, crime, criminal, police car, police officer, steal, thief, victim</p> <p>Related words: action figures, atmosphere, blockbuster, board games, character, chopsticks, delay, ending, episode, galaxy, genre, guest, influence, karaoke, merchandise, rating, results, series, summary, symbol, traffic</p>
<p>9</p> <p>Sports</p>	<p>Ball sports: baseball, basketball, bowling, hockey, football/soccer, golf, rugby, (table) tennis, volleyball, beach ball</p> <p>Water sports: sailing, surfing, swimming</p> <p>Winter sports: ice hockey, ice-skating, skiing, snowboarding</p> <p>Other sports: badminton, cycling, dancing, gymnastics, horse-riding, running, skateboarding</p> <p>Sports equipment: bat, ball, flippers, goal, helmet, hoop, net, puck, racket, shuttlecock, snorkel, stick, goggles, gloves, trainers, swim suit</p> <p>Collocations with 'go' and 'do':</p>

	<p>Health and body care : exercise regularly, keep calm, keep fit, concentrate, HIV/AIDs, stress, positive thinking, deep breath, survive, breathe</p> <p>Adjectives for feelings (-ed) and opinions (-ing): amazed/ing, annoyed/ing, bored/ing, depressed/ing, disappointed/ing, embarrassed/ing, excited/ing, interested/ing, relaxed/ing/ worried/ing</p> <p>Related words: coach, court, determined, fair play, fan, generous, iron, leather, lucky, mad, pack of cards, pitch, referee, rules, score, stressed, wealthy</p>
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