T.C. MİLLÎ EĞİTİM BAKANLIĞI

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

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

The English Language Curriculum Framework is prepared for the 4th-8th grade students who are willing to attend English classes during summer school. This curriculum framework is based on the English Lesson Curriculum for primary and secondary school students (2-8 grades). The themes in this curriculum framework are determined according to the English lesson curriculum by taking into consideration the duration of summer school. The objective of this curriculum framework is to reinforce students' communicative competence and to create positive attitudes, beliefs, and motives toward learning English.

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

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

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

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

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

Learning, teaching and assessment are part of a whole, interacting constantly with each other in shaping not only teachers' instructional choices but also students' learning strategies. Self-assessment is emphasized primarily in the curriculum framework, as students are encouraged and expected to monitor their own progress
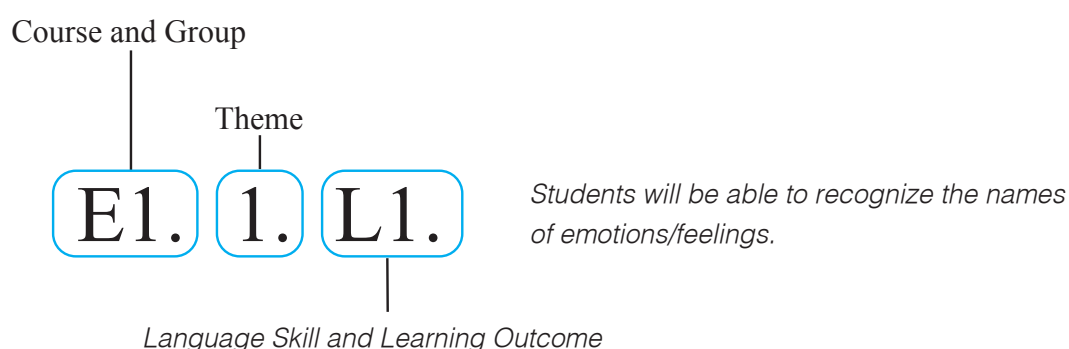
and achievement in the development of communicative competence (Bachman, 1990; CoE, 2001). To this end, each theme includes a list of achievements to be met by the students; this can be converted into self-assessment checklists which ask students to assess their own learning from an action-based perspective. In other words, children are prompted to answer questions such as "What did you learn?", "How much do you think you learned?" and "What do you think you can do in real life, based on what you learned in class?

Important Issues for the Application of the Curriculum Framework

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

- Communication is carried out in English as much as possible and based on the creation of real meaning.
- The focus of learning is on deepening communication, rather than on completing curricular items within a given period of time.
- Remind children that learning English language is easy and enjoyable.
- Enjoyment of language learning is fostered through activities such as arts and crafts, TPR, and drama.
- Classroom materials and teaching tools should be drawn from authentic sources as much as possible in order to demonstrate English as it is used in real life (Cameron, 2001).
- Students frequently encounter materials that have previously been covered in order to reinforce what they already know.
- Students are continuously exposed to English through audio and visual materials.
- Use media, cultural artifacts and people as much as possible to contextualize the lessons and to keep students' interest alive.
- Students develop high motivation for learning by completing challenging, yet achievable activities.
- Students produce materials to share with the rest of the classroom.
- Errors are not addressed during communication, so as not to disrupt the flow; problem areas are noted by the teacher and addressed at a later time through practice and reinforcement.

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

Course and Group

Theme

E1. 1. L1.

Students will be able to recognize the names of emotions/feelings.

Language Skill and Learning Outcome

The functions and the useful language, language skills and learning outcomes as well as suggested materials/ tasks/contexts were presented in three different consecutive columns in the syllabi.

- The functions refer to the communicative role(s) of a given form in a context of situation.
- The language skills are presented as specific subskills and/or strategies. Those subskills and strategies are associated with the functions and useful language in terms of theme, context and task requirements.
- Suggested materials are presented to provide teachers and students with comprehensive digital and printable content during the summer school.
- Suggested contexts and tasks help students achieve a success in practicing the input and language skills in the preceding columns.

References

Cameron, L. (2001). Teaching languages to young learners. Cambridge, England: Cambridge University Press.Cambridge, England: Cambridge University Press.

Council of Europe (CoE). (2001). Common European framework of reference for languages: Learning, teaching, assessment.

McKay, P. (2006). Assessing Young Language Learners. Cambridge: Cambridge University Press.

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1st group (4th grade)

Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Materials	Suggested Contexts and Tasks
1. Feelings	**Expressing feelings** I am happy. I feel good. **Making simple suggestions** Let's… … cook … dance … drink … eat … go … play … read … run … swim … sleep … study … walk … watch angry energetic/tired good/bad happy/unhappy hungry okay sad surprised thirsty	**Listening** **E1.1.L1.** Students will be able to recognize the names of emotions/feelings. **E1.1.L2.** Students will be able to recognize simple suggestions. **Speaking** **E1.1.S1.** Students will be able to talk about personal emotions/feelings. **E1.1.S2.** Students will be able to make simple suggestions.	**Communicative Supplementary Materials** http://meb.ai/EWiGFH **Flashcards** http://meb.ai/ttBH0z **Interactive Materials** http://meb.ai/KiPFMg **Posters** http://meb.ai/EH0Z50 http://meb.ai/EuAAHo http://meb.ai/tdItRF	**Contexts** Captions Cartoons Conversations Illustrations Podcasts Poems Posters Signs Songs Stories Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Labeling Matching Making Puppets Questions and Answers

*To access the suggested materials, it is necessary to log in to EBA.

1st group (4th grade)

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

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1st group (4th grade)

Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Materials	Suggested Contexts and Tasks
3. Cartoon Character	**Expressing ability and inability** Can you play the piano? Can s/he jump? —Yes, s/he can./No, s/he can't. Can you speak English? —Yes, I can. S/he can ride a bike, but I cannot/can't. S/he can swim. I can read books in English. My hero can/can't ... Your cartoon character can/can't ... **Talking about possessions (Making simple inquiries)** This is her/his/my/your guitar. These are his/her/my/your books. Is this his/her/my/your ...? Are these his/her/my/your ...? Whose bike is this? This is my/his/Ahmet's bike. carry catch climb a tree dive do puzzles drive jump fly play ... ... the guitar/the piano, etc. ride a horse speak take pictures	**Listening** **E1.3.L1.** Students will be able to get the main idea of a simple oral text about the abilities of the self and others. **E1.3.L2.** Students will be able to recognize possessions of others in a clear, short and slow oral text. **Speaking** **E1.3.S1.** Students will be able to talk about their own and others' possessions. **E1.3.S2.** Students will be able to deliver a simple, brief speech about abilities with an initial preparation.	**Communicative Supplementary Materials** http://meb.ai/J5YbnV **Interactive Materials** http://meb.ai/GFPUEb http://meb.ai/fw9Qov http://meb.ai/Gvlsrc http://meb.ai/URJvdz http://meb.ai/srggLc **Songs** http://meb.ai/KEmWLy	**Contexts** Captions Cartoons Charts Conversations Illustrations Notices Posters Probes/Realia Rhymes Songs Stories Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Matching Making Puppets Questions and Answers Storytelling

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1st group (4th grade)

Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Materials	Suggested Contexts and Tasks
4. My Day	**Talking about daily routines** I wake up in the morning. I have breakfast with my mother and brother on Sundays. I meet my friends at school. I go to the playground in the afternoon. I go shopping with my mom on Saturdays. I do my homework. I go to bed at night. **Making simple inquiries** What do you do at noon? —I have lunch at school. What do you do in the afternoon? —I watch TV at home. **Telling the time and days** What time is it? days of the week at noon/night in the morning/afternoon —It's 7 o'clock/12 o'clock/3 o'clock. do homework get dressed go ... ... shopping ... to the playground ... to bed ... to school have ... ... a shower ... breakfast/lunch/dinner meet friends wake up wash	**Listening** **E1.4.L1.** Students will be able to understand the general and specific information in a short, oral text about daily routines. **E1.4.L2.** Students will be able to recognize the time in a short oral text. **Speaking** **E1.4.S1.** Students will be able to talk about their daily routines. **E1.4.S2.** Students will be able to talk about the time.	**Communicative Supplementary Materials** http://meb.ai/sTENXe **Flashcards** http://meb.ai/ULhi0O **Posters** http://meb.ai/Kw19f6 http://meb.ai/sTdeWL http://meb.ai/Jc4R65	**Contexts** Advertisements Captions Cartoons Charts Conversations Fairy tales Illustrations Lists Notes and Messages Poems Postcards Posters Probes/Realia Rhymes Songs Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Matching Questions and Answers Reordering Storytelling

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2nd group (5th-6th grades)

Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Materials	Suggested Contexts and Tasks
1. Food and Drinks	**Making offers** Do you want a sandwich? Want a sandwich? Would you like a sandwich? —No, thanks. I'm full. —Yes, please. What/How about an apple? —Not now, thanks. —No, thanks, maybe later. **Expressing basic needs and feelings (Making simple inquiries)** I want some milk, please. Are you hungry? —Yes, I am, and I want some …, please. —No, I'm not hungry. —Yes, I feel hungry. Is s/he thirsty? —Yes, s/he is. / No, s/he isn't. bread butter cheese coffee cupcake, -s fish and chips honey lemonade marmalade milk olive, -s pasta salad soup tea yoghurt now/later	**Listening** **E2.1.L1.** Students will be able to recognize simple words and phrases about food and drinks. **E2.1.L2.** Students will be able to understand the offers about their basic needs. **E2.1.L3.** Students will be able to identify others' needs and feelings in simple oral texts. **Speaking** **E2.1.S1.** Students will be able to talk about their basic needs and feelings. **E2.1.S2.** Students will be able to express others' feelings and their needs.	**Communicative Supplementary Materials** http://meb.ai/vY6m3o **Flashcards** http://meb.ai/tCYUOm http://meb.ai/eKNUfb http://meb.ai/EmN3cL	**Contexts** Advertisements Captions Cartoons Conversations Coupons Illustrations Lists Menus Posters Probes/Realia Rhymes Signs Songs Stories Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers Storytelling

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2nd group (5th-6th grades)

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

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2nd group (5th-6th grades)

Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Materials	Suggested Contexts and Tasks
3. My Daily Routine	**Describing what people do regularly (Making simple inquiries)** What time does your little brother/sister go to bed? —S/he goes to bed at half past ten. What time do you arrive at school? —We arrive at school at quarter past eight. When do you brush your teeth? —I brush my teeth in the morning and at night. —When do you watch TV? —I watch TV every evening. **Telling the time** What time is it? —It's half past nine. —It's quarter to eleven. **Naming numbers** Numbers from 1 to 100 arrive brush, -es call comb, -s get out of bed get up go online get on/off the bus leave talk toothbrush, -es toothpaste sleep	**Listening** **E2.3.L1.** Students will be able to understand specific information in short, oral texts about daily routines. **E2.3.L2.** Students will be able to understand the time. **Speaking** **E2.3.S1.** Students will be able to talk about daily routines. **E2.3.S2.** Students will be able to use simple utterances to talk about daily routines of friends and family members. **E2.3.S3.** Students will be able to tell the time and numbers from 1 to 100. **Reading** **E2.3.R1.** Students will be able to understand short and simple written texts about daily routines.	**Communicative Supplementary Materials** http://meb.ai/U651WT **Workbook** http://meb.ai/sESBE5_ **Flashcards** http://meb.ai/fNhokS http://meb.ai/ULhi0O **Songs** http://meb.ai/GGe3bh	**Contexts** Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Poems Postcards Posters Rhymes Songs Stories Tables Videos **Tasks/Activities** Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Making puppets Matching Reordering Storytelling True/False/No information

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2nd group (5th-6th grades)

Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Materials	Suggested Contexts and Tasks
4. The Animal Shelter	**Asking for permission (Making simple inquiries)** Can we adopt/get an animal? Can I feed the birds? —Of course you can. —That's not a good idea. —Not right now. **Describing what people/animals are doing now** What is/are …doing? —The cat is climbing the tree. —The boy is feeding the birds. —The vet is examining the rabbit. —The puppies are playing. adopt/get an animal bark claw, -s examine feed help kitten, -s puppy, -ies save sleep tail, -s vet (veterinary) now/right now/at the moment	**Listening** **E2.4.L1.** Students will be able to understand descriptions of what people/animals are doing at the moment. **Speaking** **E2.4.S1.** Students will be able to talk about what people/animals are doing at the moment. **E2.4.S2.** Students will be able to ask for permission. **E2.4.S3.** Students will be able to use simple utterances to describe what other people are doing at the moment. **Reading** **E2.4.R1.** Students will be able to understand short and simple texts about what people/ animals are doing at the moment.	**Communicative Supplementary Materials** http://meb.ai/tj8JoD **Workbook** http://meb.ai/Ked5AT **Flashcards** http://meb.ai/JOPnnq	**Contexts** Advertisements Captions Cartoons Charts Conversations Fabl Illustrations Notes and Messages Posters Stories Videos **Tasks/Activities** Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Storytelling True/False/No Information

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3rd group (7th-8th grades)

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

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3rd group (7th-8th grades)

Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Materials	Suggested Contexts and Tasks
2. Holidays	**Talking about past events (Making simple inquiries)** What did you do in your holiday? —I played with my friends, and I learned skiing. —My brother and I climbed trees and picked fruit. I enjoyed it. —We walked in the forest yesterday. What did s/he do in the holiday? —S/he studied English. —S/he visited her/his grandparents last week. forest, -s flower, -s fruit lake, -s mountain, -s pick river, -s sailing seaside sightseeing skiing snowball snowman tree, -s	**Listening** **E3.2.L1.** Students will be able to spot the activities about holidays in oral texts. **Spoken Interaction** **E3.2.SI1.** Students will be able to talk about their holidays. **Spoken Production** **E3.2.SP1.** Students will be able to describe past activities and personal experiences. **Reading** **E3.2.R1.** Students will be able to understand short, simple sentences and expressions related to past activities. **Writing** **E3.2.W1.** Students will be able to write short and simple pieces in various forms about holidays.	**Communicative Supplementary Materials** http://meb.ai/f4R5gE **Flashcards** http://meb.ai/ti354t	**Contexts** Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Postcards Posters Songs Stories Videos **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Making Puppets Matching Labeling Questions and Answers Reordering Storytelling True/False/No information

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3rd group (7th-8th grades)

Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Materials	Suggested Contexts and Tasks
3. Appearance and Personality	**Describing characters/people (Making simple inquiries)** —What does your best friend look like? —S/he is beautiful/handsome, with curly hair and green eyes. —What is s/he like? —S/he is slimmer than me and s/he has short and dark hair. —My cousin is more outgoing than me; s/he has a lot of friends. **Making simple comparisons (Giving explanations/reasons)** S/he can play basketball well because s/he is taller than me. beautiful cute easy-going generous handsome honest headscarf outgoing plump punctual selfish slim smart stubborn	**Listening** **E3.3.L1.** Students will be able to understand clear, standard speech on appearances and personalities. **Spoken Interaction** **E3.3.SI1.** Students will be able to talk about other people's appearances and personalities. **Spoken Production** **E3.3.SP1.** Students will be able to report on apperances and personalities of other people. **Reading** **E3.3.R1.** Students will be able to understand a simple text about appearances, personalities, and comparisons including explanations and reasons. **Writing** **E3.3.W1.** Students will be able to write simple pieces to compare people.	**Communicative Supplementary Materials** http://meb.ai/smFfDW **Flashcards** http://meb.ai/EBTRnU **Songs** http://meb.ai/Gmvjrd	**Contexts** Blogs Diaries/Journal Entries Illustrations Jokes Magazines Plays Podcasts Posters Questionnaires Stories Tables Videos **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information

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3rd group (7th-8th grades)

Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Materials	Suggested Contexts and Tasks
4. Public Buildings	**Giving explanations/reasons** You should play in the new park to make friends. S/he can go to shopping malls to buy anything. You may go to the police station to report the burglary. I usually visit the hospital to see my doctor. S/he went to the cinema to watch a documentary about wild life. They went to the bookshop to buy a sports magazine. amusement park, -s art gallery, -ies bakery, -ies chemist's city hall coffee shop, -s department store, -s fire station game/music store, -s governorship grocery, -ies movie theater, -s municipal office municipality, -ies police station shopping mall, -s	**Listening** **E3.4.L1.** Students will be able to recognize the names of the public buildings. **E3.4.L2.** Students will be able to understand explanations with reasons. **Spoken Interaction** **E3.4.SI1.** Students will be able to give explanations with reasons. **Spoken Production** **E3.4.SP1.** Students will be able to report on explanations with reasons. **Reading** **E3.4.R1.** Students will be able to understand simple expressions and recognize familiar words about explanations with reasons. **Writing** **E3.4.W1.** Students will be able to write pieces about explanations with reasons.	**Communicative Supplementary Materials** http://meb.ai/U59fVT **Flashcards** http://meb.ai/UCwWnO	**Contexts** Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information

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