



Co-funded by the
Erasmus+ Programme
of the European Union



LEND A HAND

CURRICULUM DEVELOPMENT FOR PRIMARY SCHOOL TEACHERS ON SOCIAL INCLUSION



**LEND A HAND - SOCIAL INCLUSION PROGRAMMING FOR MIGRANT AND REFUGEE
CHILDREN AT PRIMARY SCHOOLS
2016-1-TR01-KA201-035130**

**- CURRICULUM DEVELOPMENT FOR PRIMARY SCHOOL TEACHERS ON SOCIAL
INCLUSION-
(INTELLECTUAL OUTPUT 2)**

Programme	Erasmus+
Key Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Main objective of the project	Development of Innovation

PREPARED BY

Prof. Dr. Necati CEMALOĞLU (Gazi University)
Assistant Professor Dr. Sevil BÜYÜKALAN FILİZ (Gazi University)
Dr. Aslıhan Selcen Bingöl ARSLANGILAY (Gazi University)
Dr. Nazife Burcu TAKIL (Gazi University)
Sabire KILIÇ (Gazi University)
Fatih ŞAHİN (Gazi University)
Kübra YENEL (Gazi University)
Emre SÖNMEZ (Gazi University)
Dr. Emre ER (Gazi University)
Prof. Dr. Annamaria Di FABIO (Firenze University)
Profesör Ana Cristina Ferreira de ALMEIDA (Coimbra University)
Fatma AKAY (Pi Pozitif Consultancy)
Dr. Ornella BUCCI (Firenze University)
Dr. Letizia PALAZZESCHI (Firenze University)
Şefika BIÇER (Ankara Provincial Directorate for National Education)
Fulya DEMİRCİOĞLU (Ankara Provincial Directorate for National Education)

EDITED BY

Emre SÖNMEZ (Gazi University)

2018

“Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein”

CONTENTS

CONTENTS.....	2
UNIT 1: GREETING.....	3
UNIT 2: MY DEAR FAMILY	7
UNIT 3: SCHOOL	11
UNIT 4: MY ENVIRONMENT	15
UNIT 5: MY MOTHERLAND	20

UNIT 1: GREETING

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Speaking	Can introduce herself and another; can use simple greeting and farewell patterns.	<p>-She transfers personal information about herself and others to other people.</p> <p>-She asks the other person questions about his personal information.</p> <p>-She uses simple greeting and farewell patterns appropriate to the situation and time.</p>	<p>- Introductory names (name, surname, country, nation...)</p> <p>-Age, place of birth, marital status, occupation, country, nationality, leisure activity</p> <p>-Good morning, good day, good evening, hello; goodbye,...</p>	<p>-Using introducing patterns by drawing names.</p> <p>-Make phone calls; introduce herself and ask for homework.</p>	<p>-Icebreaker</p> <p>-Question-answer</p> <p>-Drama</p> <p>-Educational Games</p> <p>-Talking pictures</p> <p>-Cartoons</p> <p>-Storytelling</p> <p>- Demonstration</p> <p>-Conversation ring</p>	<p>-Observation form</p> <p>-Self-evaluation</p> <p>-Peer-evaluation</p>

Descriptions:

Can use do/does? / not, yes / no, present continuous: -ing, -have V3 and am/is/are

At the simplest level, basic social communication can take place using everyday forms of politeness: greetings and farewells, self introduction, please, thank you, sorry.

*** It should be reminded to the students that we need to wash our hands often and with soap, shouldn't eat the food which has fallen to the ground.***

UNIT 1: GREETING

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Writing	Can fill up a form of occupation, studies, age, address and hobbies, physical characteristics (tall, thin, blond, blue eyes...) and clothes (colours, size, pants, skirt ...)	Introduces himself / herself (name, surname, date of birth, nationality, age, occupation, education Give basic information about the family or very close people.	-Names (country, nationality, city, birth place...) -Mother, father, sister, brother, wife, husband, friends, significant others; numbers (year, month, age, birth date...) -City, country, homeland...; district, road, street, house, parts of house, big, small, crowded, high, low...	-Form filling -Sentence completion -Mark True / False options according to the filled sample form	-Filling gaps -Puzzle -Cartoons Matching sentences/words -Station	-Observation form -Self-evaluation -Peer-evaluation -Portfolio

Descriptions:

Can use do/does? / not, yes / no, present continuous: -ing, -have V3 and am/is/are.

Some social necessity phrases such as yes, no, forgive me, please, sorry should be taught.

*** It should be reminded to the students that we need to wash our hands often and with soap, and cut our nails.***

UNIT 1: GREETING

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommend ed Measurement and Evaluation Methods and Means
Listening	Can understand what is told to him if it is uttered gradually and slowly and can communicate .	Understands greeting phrases. Understands concrete pharese about himself, his family and his environment .	-Hello, my name is....(What is your name?, Where are you from?, How old are you*, what do you do? Etc.) -Country, family members, kinship names, friends, significant others, numbers, dates, days etc. -District, Street, neighbourhood , road, parts of house, descriptive adjectives (big, small, much, little, near, far)	-While listening to the lyrics made up of simple patterns, filling the lyric completion paper - Answering questions - Answering questions according to the listening text - Completin g true-false forms	-Filling gaps -Puzzle -Cartoons -Matching sentences/words -Question-answer -Storytelling	-Observation form -Self-evaluation -Peer-evaluation

Descriptions:

Can use do/does? / not, yes / no, present continuous: -ing, -have V3 and am/is/are; possessive suffixes; before/after.

*** It should be reminded to the students that we need to wash our hands often and with soap, and cut our nails.***

UNIT 1: GREETING

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Reading	Can understand a text which includes current information about himself (name, birthday, phone number, hometown, name of the school; physical characteristics (tall, thin, blond, blue eyes...) and clothes (colours, size, pants, skirt ...)).	Undertands texts which includes personal information. Undertands texts which includes contact information.	-Name, surname, nationality, marital status, occupation, leisure activities, birthday.... -Home address, work address, phone numbers, e-mail address, internet address....	-Reading aloud in classroom -Questions on understanding what is read (yes-no questions) -Matching related visuals to social necessity phrases (apology, request etc.)	-Matching sentences/words -Filling gaps -Question-answer -Storytelling -Playing drama/role -Talking pictures -Cartoons	-Observation form -Self-evaluation -Peer-evaluation

Descriptions:

Can use do/does? / not, yes / no, present continuous: -ing, -have V3 and am/is/are.

*** It is reminded to the students that they need to apologize when they are late or they need to thank when something is offered to them.***

UNIT 2: MY DEAR FAMILY

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Speaking	Can make an introduction, use simple greeting and leaving statements to introduce a person	Conveys himself and his simple physical properties to the other side. Conveys information about a relative or friend such as family members, friends, peers, and neighbors); (name, age, contact information, place of residence, etc., and simple physical characteristics) to another. Can use greeting and leaving statements.	-Name, age, city, contact information, country, occupation, studies, hobbies -Mobile phone, email address, home or school address -Country, city neighborhood, street etc. -Adjectives of physical description (long size, short size, yellow-brown-black hair) I am satisfied, Have a good day, goodbye, welcome,	Socio-cultural and linguistic activities to meet each other (laboratories, group games, sport event, theater, hobby courses, organize fairs...), to develop a dialogue and exchange cultural information each-other.	-Icebreaker -Question answer -Drama -Educational Games -Talking pictures -Visual cards -Storytelling - Demonstration -Dialogue circle	-Observation form -Self-assessment -Peer assessment

Descriptions:

And, other conjunctions should be used, adds and possessive suffixes should be used.

*** While speaking to the elders, it should be stated that the "you", which is a respectful expression, should be used. An ordinary Turkish people give a seat to old people in public transport. In the neighborhood, we should respect those elders. There should be some non written rules such as don't throw garbage around, and showing respectfully behaviours to family members.***

UNIT 2: MY DEAR FAMILY

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Writing	Can write a simple, short postcard.	<p>Can write a personal greeting card with personal details and short wishes.</p> <p>Knows the names of holy days and holidays.</p> <p>Uses basic expressions about the wishes.</p>	<p>-Name, age, city, contact information, country, occupation, studies, hobbies</p> <p>Ramadan Feast, Feast of Sacrifice, April 23 National Sovereignty and Children's Day, 19 May Commemoration of Ataturk and Youth Day, Mothers Day, etc. (official national holidays of each country e.g. in Italy Christmas, Epiphany, workers' day on 1st of May, all saints day on 1st November) Happy birthday, happy new year, celebrate your holiday, use basic congratulation statement</p>	New Year's card, holiday, birthday greeting card.	<p>-Filling gap</p> <p>-Crossword</p> <p>-Picture cards</p> <p>-Talking pictures</p> <p>-The phrase / Matching terms</p> <p>-Station</p> <p>-Storytelling</p>	<p>-Observation form</p> <p>-Self-assessment</p> <p>-Peer assessment</p> <p>-Portfolio</p> <p>-Examination (quiz)</p>

Basic adjectives that used for describing somebody.

Descriptions:

And, other conjunctions should be used, adds and possessive suffixes should be used.

*** Neighborhood relations can be emphasized. Neighborhood's place and importance in culture should be explained.***

UNIT 2: MY DEAR FAMILY

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Listening	When someone speaks slowly and clearly, he can understand well about his family, close surroundings, friends, and significant others.	Understand basic terms about his family, close surroundings, friends, and significant others. Understand his close surrounding (especially physical environment)	-Mother, father, sister, brother, sister, grandmother, grandmother, grandfather, friends, significant others, neighbors etc. -House features- apartment, garden house, flat, crowded class, empty class, narrow corridor, etc.	Listening from the tape can be followed by correct false questions.	-Filling gap -Crossword -Picture cards -The phrase / Matching terms -Question answer -Telling stories	-Observation form -Self-assessment -Peer assessment -Examination (quiz)

Descriptions:

And, other conjunctions should be used, adds and possessive suffixes should be used.

*** It is important that the celebrated special days are given comparatively. Religious festivals celebrated by Muslims and religious festivals celebrated by Christians are different. It is important to explain the reasons and celebrations of religious and national days, rituals.***

UNIT 2: MY DEAR FAMILY

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Reading	Basic informative material supported by visuals and short simple descriptions. Could provide an idea about the content.	Understand what newspaper headlines and advertising spots are about.	Country, city, neighborhood, street, street, house and home sections - living room, kitchen, bathroom, garden, room, numbers. Habits, religion, clothes... Relationship names - uncle, uncle, still, aunt, sister, grandmother, grandfather friends, significant others, neighbors, and so on.	Socio- cultural and linguistic activities (laboratories, group games, sport event, theater, hobby courses, organize fairs...) that promote self and family (group games, sport event, theater, hobby courses, organize fairs...)	-The phrase / Matching terms -Filling the gap -Question- answer -Storytelling -Drama-role playing -Talking pictures -Visual cards	-Observation form -Self-assessment -Peer assessment -Examination (quiz)

Descriptions:

And, other conjunctions should be used, adds and possessive suffixes should be used.

*** In every culture there are different kinship names. In Turkis, concepts like aunt, uncle etc. should be given in comparison with Syrian culture. It should be remained that Syrian culture may have different concepts among close relationships.***

UNIT 3: SCHOOL

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Speaking	Can perform communication tasks such as greeting, saying goodbye, introducing himself, introducing the school as using courtesy patterns.	<p>-Can express yourself in unwanted situations among daily relationships.</p> <p>-Can use greeting patterns according to person and time.</p> <p>-Can present yourself in socio-cultural activities with parents friend, significant others, teachers, neighbors</p>	<p>-Please, thank you, sorry, apologize, please, not at all, forgive me.</p> <p>-Hello/Hi, good afternoon, bon appetit, bless you-you too, good luck with it.</p>	<p>Be writed case cards and students choose two cards - an apology card, a thank you card, etc. - to talk to each other.</p> <p>Imagine being at a laboratory in school, or a fair, a theater activity, sport event etc.: find the words to introduce your friends to other participants</p>	<p>-Icebreaker technique</p> <p>-Question-answer</p> <p>-Drama</p> <p>-Educational games</p> <p>-Talking pictures</p> <p>-Picture cards</p> <p>- Storytelling</p> <p>- Demonstration</p> <p>- Conversation ring</p>	<p>- Observation form</p> <p>- Self-assessment</p> <p>- Peer assessment</p>

Descriptions:

Times, imperative/ optative mood, past tense, ranking

*** When asking address description, remind them to start the sentence with the words "Excuse me" and say "Thank you" after receiving the answer.***

UNIT 3: SCHOOL

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Writing	Can write appropriate notes for situations such as meetings, interviews, different socio-cultural activities.	Make simple sentences defining time, date, place, current activity, hobbies, habits etc. Write short notes.	The numbers, date, place names (patisserie, school, post office, hospital, restaurant, park), time markers (morning, noon, evening, late)	-Printing a note appropriate to a topic. -Sentence completion	-Gap-filling -Puzzle -Picture cards -Matchup sentences/ words -Station technique -Talking pictures	- Observation form - Self-assessment - Peer assessment - Portfolio

Descriptions:

Times, location identifiers attachments such as “to, at, in, from etc.” ; using conjunctions such as “and, after, etc.”.

UNIT 3: SCHOOL

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Listening	Understand simple questions and instructions.	-Understand simple daily questions about time and place. -Understand simple daily questions about socio-cultural activity, hobbies, habits etc. -Understand numerical expressions in simple announcements.	-What time is it?, what is today's date?, what class is it? -Now, immediately, after, maybe, etc. At 4 o'clock, on October 1 2018, Monday at 8 o'clock, there are 12 people in the class, there are 3 people in the canteen.	Multiple choice Link words and adjectives to specific situations	-Gap-filling -Puzzle -Picture cards -Matchup sentences/ words - Question-answer - Storytelling	- Observation form - Self-assessment - Peer assessment

Descriptions:

Adverbs of time, descriptive adjectives, clocks (half past, quarter past, etc.)

*** When the course is late, courtesy rules such as apologizing should be explained.***

UNIT 3: SCHOOL

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Reading	Understands the instructions such as "be in class at the hour ..." defining activities such as meetings, ceremonies, different socio-cultural activities.	Understands the simple instructions in the course, school related organizations, and different socio-cultural activities in the territory that includes school. Like "There is music lesson on monday." "There is not meeting on friday." "Picnic is at 5 o'clock in garden."	"I am busy now, there is lesson, there is meeting, there is ceremony at the hour, close the door etc."	Create excuse cards. - asking to write simple phrases telling you the excuse for cards such as "phone calls in the cinema, what kind of messages you write?"	- Storytelling -Drama-role playing -Matchup sentences/ Words -Gap-filling -Question-answer -Talking pictures -Picture cards	- Observation form - Self-assessment - Peer assessment

Descriptions:

Times, imperative/ optative mood, past tense, ranking, the most, future tense

UNIT 4: MY ENVIRONMENT

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Speaking	He can do a simple shopping by showing linguistic message with verbal and non-verbal communication, finger or other movements.	<p>-He/She can purchase his/her basic needs from markets, grocery stores, market places using simple patterns.</p> <p>-He can tell what he wants to eat by looking at a pictorial menu.</p> <p>-He/She asks how much money he should pay for the shopping he did, and he/she knows that he/she needs to take back the money he/she has paid more than the amount of shopping.</p>	<p>-Names of foods, names and contents of dishes that take place in a food culture. Clothing names (pants, socks, skirts, sweaters, etc.)</p> <p>-Issues related to money</p> <p>-Exchange information on typical food and drinks of original country or specific area where the person lives</p>	<p>-Drama- role playing (Market owner and customer)</p> <p>- Didactic games in class</p>	<p>-Icebreaker</p> <p>-Question-answer</p> <p>-Drama</p> <p>-Educational Games</p> <p>-Talking pictures</p> <p>-Picture cards</p> <p>-Storytelling</p> <p>- Demonstration</p> <p>-Talking pictures</p> <p>-Conversation circle</p>	<p>- Observation form</p> <p>- Self-assessment</p> <p>- Peer assessment</p>

Descriptions:

Time, order and request mode, simple past tense (-ed), numerical sorting

*** How much is 1 Syrian Pound in Turkish Lira? Tell that to the students. Explain to the students that each country may have different currencies. Expresss that he/she must wait for taking back the money he/she has paid more than the amount of shopping. Tell the students that every country has different dishes and cuisine culture.***

UNIT 4: MY ENVIRONMENT

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Writing	He can write simple sentences about the place he lived.	-Write a descriptive paragraph about the surrounding area. -Writes a paragraph describing what you did in a day (school, structure for leisure activities, hobbies and various socio-cultural activities in the local environment)	-Use the physical descriptive patterns of the surrounding neighborhood (large buildings, green park, a remote car, a large garden, a rainy day, etc.) -Sources, concrete adjectives, weather	-Sentence completion, -Paragraph completion, -Describing what a child is doing in a picture. Link words and adjectives to surrounding neighborhood or other buildings for leisure activities, hobbies, and various socio-cultural activities in the local environment)	-Gap-filling -Crossword -Picture cards -Talking pictures -Matching phrases or words -Station	- Observation form - Self-assessment - Peer assessment -Portfolio

Descriptions:

Time, order and request mode, simple past tense (-ed), numerical sorting

*** In Turkey, it is preferred to wear short, thin, non-sweaty clothes in summer, while wearing thick, wooly, long clothes in winter. Turkey has 4 seasons per year. Describe the country's weather and preferred clothing features. Tell students that bathing should be done more often in hot weather.***

UNIT 4: MY ENVIRONMENT

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Listening	-Understand questions and instructions. -He/She can understand short and simple directions.	-Understand patterns and concepts about transportation. -Understands simple instructions on how to go from one place to another.	-Names of directions (right, left, north, south, east, west, northeast etc.), length units names (kilometers, meters, miles, etc.) -Sentence patterns such as "go 100 meters and turn left to right". -Road, street, intersection, traffic signs etc.	Practice instructions such as "go from school to the hospital" by giving the name of places such as street, street, bakery, school, hospital. (The teacher gives instructions, the student also in groups, especially with students from different countries, apply the instructions and goes through the tables, the student reaches the said address)	-Drama-role playing -Crossword -Matching phrases or words -Gap-filling -Question-answer -Storytelling -Talking pictures -Picture cards	- Observation form - Self-assessment - Peer assessment

Descriptions:

Time, order and request mode, simple past tense (-ed), numerical sorting

*** When asking directions, remind them to start the sentence with the words "Excuse me?" and say "Thank you" after receiving the answer.***

UNIT 4: MY ENVIRONMENT

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Reading	He/She can follow short, simple instructions (to go to school from home, to hospital, to gym, to bar, to library, to music stores, etc.)	-Understands simple plans and directions. -Understands the basic concepts of transportation vehicles, stops, ticket information and so on.	-Names of directions (right, left, north, south, east, west, northeast etc.), length units names (kilometers, meters, miles, etc.) -Sentence patterns such as "go 100 meters and turn left to right". -Road, street, street, intersection, traffic signs etc.	Oral reading Games aim to read signs with names of directions, address, traffic etc.	-Drama-role playing -Matching phrases or words -Gap-filling -Question-answer -Storytelling -Talking pictures -Picture cards	- Observation form - Self-assessment - Peer assessment

Descriptions:

Time, order and request mode, simple past tense (-ed), numerical sorting.

*** When asking directions, remind them to start the sentence with the words "Excuse me?" and say "Thank you" after receiving the answer.***

UNIT 5: MY MOTHERLAND

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Speaking	-Can ask and answer simple questions. -Can initiate and respond to simple phrases in familiar situations (at home and in well-known places with friends, relatives, significant others, etc)	-Expresses with simple sentences events and situations related to daily life. -Expresses with simple sentences myself feelings, thoughts, actions	-The morning-noon-afternoon-evening (early, late, immediately etc.) time zones. -Descriptive adjectives related to events and situations (good-bad-ugly-easy-difficult-enjoyable - boring-tiring-simple etc.) -I'm very sorry, I'm very boring, I'm very regretful , I'm very happy, I am excited, I was surprised etc.	Drama-Role play Speak mutually	-Icebreaker technique - Question-answer -Drama -Educational games -Talking pictures -Picture cards -Conversation circle	-Observation form -Self-evaluation -Peer-evaluation

Descriptions:

Imperative/ optative mood; past tense (-ed, was/were) future tense (will)

*** It must be explain that bread is a blessing and the blessings are valuable. Food is not burnt, dry bread can be given to animals. What needs to be done to prevent the waste should be explained.***

UNIT 5: MY MOTHERLAND

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Writing	He can write short letters and messages with the help of dictionary and new technologies, digital books, smartphone etc.	<p>-Use appropriate pronouns while talking about someone else (Like the difference between you (a person) and you (more than one person)).</p> <p>-He expresses emotions, thoughts and actions by simple and short sentences.</p> <p>-At the end of the writing, he uses appropriate finishing expressions.</p> <p>-He knows how to use a dictionary, new technologies, digital books, smartphone etc.</p>	<p>-Dear teacher/friend, /mother ...</p> <p>-Imperative or request statements (please sit down, stand up, thank you, you are welcome, “Excuse me, can I sit here?”, “Let's go to the movies after school” and so on.</p> <p>-Goodbye, take care of yourself...</p>	<p>-Write a letter to your relatives, friends, significant others, living far away (write a letter to one of your neighbour about your new life).</p> <p>- Competition from the dictionary, new technologies, digital books, smartphone to find words.</p>	<p>-Matching phrases or words</p> <p>-Gap-filling</p> <p>-Crossword</p> <p>-Picture cards</p> <p>-Station</p>	<p>- Observation form</p> <p>- Self-assessment</p> <p>- Peer assessment</p> <p>-Portfolio</p>

Descriptions: What are the good things in the country they are now compared to their own country? It should be asked to write texts describing it. Comparisons should be made to sympathize with the country they are currently living in, and necessary guidance can be made about it during the writing process. Competitions can be made. Minor competitions can be useful for motivation and cohesion.

UNIT 5: MY MOTHERLAND

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Listening	Can understand very complicated talking which is so slowly and pausing some times	<ul style="list-style-type: none"> - Understands simple and short referrals. - Understands time, place, number, and price. Understands specific, short sentences that describe the feelings, thoughts and actions of others. 	<ul style="list-style-type: none"> -Some basic commands like, Go, sit down, you're in class in 10 minutes, please come ... -Give 10 lira too much, give 8 lira -I'm bored, I'm sorry, I'm angry but now I'm fine, -I love chocolate but I do not like waffles 	<ul style="list-style-type: none"> -Following the instructions practice game. (Teacher give order and student follows instructions.) -Mixed groups of students play games to guess the right answers to questions about time, place, number, and price. -Do a group game: choose some classmates to represent your friends or significant others and find appropriate words and sentence to describe the feelings, thoughts and actions. 	<ul style="list-style-type: none"> -Role-playing drama -Filling the gap -Crossword -Picture cards -The phrase / Matching terms -Question answer -Storytelling 	<ul style="list-style-type: none"> -Observation form -Self-assessment -Peer assessment

Descriptions:

There should be some listening times for traditional Turkish tales and stories. After this activity test exams could be performed. Language is a way to transfer culture to new generations. Furthermore literature is the crucial way to adopt someone from who belongs to different culture.

*** Because of children on these ages can't interpret discrete statements, there shouldn't be metaphors, idioms and proverbs. Texts that describe the physical environment with concrete, well structured examples and simple mental representations (emotions, thoughts) should be used.***

UNIT 5: MY MOTHERLAND

Skill	Competence (According to the European Common Framework)	Outcome	Content	Activities	Proposed Teaching Methods and Techniques	Recommended Measurement and Evaluation Methods and Means
Reading	Can understand very short and simple texts.	Undertsands instructions on electronic devices (computer, mobile phone etc.)	Yes-no- save- delete-are you sure?- quit- update- copy- send- forward etc.	Reading aloud -Mixed groups of students play games to guess the right answers to questions about time, place, number, and price. -Do a group game: choose some classmates to read to them some instructions to go from a place to another, to recognize time, place, number, and price, to describe the feelings, thoughts and actions.	-Drama-role play -Matching words/sentences -Filling gaps -Question-answer -Storytelling -Speaking pictures -Cartoons	-Observation form -Self-evaluation -Peer-evaluation

Descriptions:

Uses imperatives/Subjunctive moods;,. Did (past simple), will (future simple)

*** Reading competitions can be done. It is important that reading texts tell children about the beautiful aspects of the country they now live in, and that they can awaken a sense of love and compassion.***