



ENGLISH LANGUAGE CURRICULUM FOR  
**MIDTERM BREAK**



**ORTAÖĞRETİM  
GENEL MÜDÜRLÜĞÜ**

# English Language Curriculum for *Midterm Break* 2023

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# ENGLISH LANGUAGE CURRICULUM FOR MIDTERM BREAK

The English Language Curriculum for Midterm Break is planned in two parts as 9<sup>th</sup>-10<sup>th</sup> grades and 11<sup>th</sup>-12<sup>th</sup> grades. The duration for each part is determined as 20 hours. The curriculum has been planned in accordance with the descriptive and pedagogical principles of the Common European Framework of Reference for Languages (CEFR). It is designed to assist foreign language teachers in creating an engaging and interactive classroom environment as well as students in understanding the importance of developing foreign language learning for their personal, social and cultural development. The curriculum aims to teach students how to use English as a communication tool by giving numerous opportunities to practise the language through the suggested materials named Skills-Based Activity Book, English Games & Activities and Activity Book. According to students' mental development levels, the curriculum is meant to assist them to develop their cognitive, emotional, psychomotor and intercultural communication abilities.





Regarding the implementation of the English Language Curriculum for Midterm Break, there is not a certain approach prescribed in accordance with the Common European Framework of Reference for Languages. CEFR regards learners as social agents to achieve everyday tasks using the language, which goes with the action-oriented approach, the essence of which is what you can do with the language rather than what or how much you know. As long as teachers consider the needs, levels and interests of students, the methodology is up to them. Therefore, they are expected to select and adapt the learning outcomes in accordance with the needs, interests and expectations of students.





# ESSENTIAL ISSUES FOR THE APPLICATION OF THE SUMMER SCHOOL ENGLISH LANGUAGE CURRICULUM FRAMEWORK



- Communication in the classroom is in English as much as possible.
- The main aim is to strengthen students' communication skills.
- Real-life English is constantly practised in various contexts to communicate in English effectively.
- Four language skills are practised in an integrated way and parallel to the first language acquisition process.
- Students are both active and creative participants who provide input to each other during communicative activities and produce language materials and tasks with the guidance of their teachers.
- Learners are allowed to discover meaning from context and/or given clues.
- A variety of interaction types (individual work, pair work, group work, whole class) are used during the lessons.
- Multimedia and instructional technology tools are used as much as possible to immerse students in the authentic use of English.
- High motivation and a stress-free atmosphere are supported through enjoyable and various types of games and activities.
- The materials to be used within the scope of the framework curriculum can be accessed under the "Yarıyıl Tatili" tab in the OGM material portal: <https://ogmmateryal.eba.gov.tr>

# ENGLISH LANGUAGE CURRICULUM FOR MIDTERM BREAK

9<sup>th</sup>-10<sup>th</sup> GRADES (A1-A2 LEVELS)

THEMES	LEARNING OUTCOMES	SUGGESTED MATERIALS	STUDY TIME
<b>THEME 1</b> <i>Studying Abroad</i>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>introduce themselves and their family members.</li> <li>talk about personal belongings.</li> <li>give directions.</li> <li>exchange information about jobs, nationalities and countries.</li> </ul>	<ul style="list-style-type: none"> <li><b>Skills-Based Activity Book 9</b> (Pages 4-9)</li> <li><b>English Games &amp; Activities 9</b> (Pages 7-13)</li> <li><b>Activity Book 9</b> (Pages 5-16)</li> </ul>	 2 hours
<b>THEME 2</b> <i>My Environment</i>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>ask about the location of things and places.</li> <li>describe neighbourhood.</li> <li>make comparisons.</li> </ul>	<ul style="list-style-type: none"> <li><b>Skills-Based Activity Book 9</b> (Pages 10-15)</li> <li><b>English Games &amp; Activities 9</b> (Pages 28-33)</li> <li><b>Activity Book 9</b> (Pages 5-16)</li> </ul>	 2 hours
<b>THEME 3</b> <i>Movies</i>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>talk about their likes/dislikes, preferences of hobbies, free-time activities and movies.</li> <li>refuse and accept an invitation.</li> </ul>	<ul style="list-style-type: none"> <li><b>Skills-Based Activity Book 9</b> (Pages 16-27)</li> <li><b>English Games &amp; Activities 9</b> (Pages 51-57)</li> <li><b>Activity Book 9</b> (Pages 6-24)</li> </ul>	 2 hours
<b>THEME 4</b> <i>Human in Nature</i>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>ask and answer questions about their daily activities and the frequencies of those activities.</li> <li>talk about their abilities.</li> </ul>	<ul style="list-style-type: none"> <li><b>Skills-Based Activity Book 9</b> (Pages 18-33)</li> <li><b>English Games &amp; Activities 9</b> (Pages 74-79)</li> <li><b>Activity Book 9</b> (Pages 6-24)</li> </ul>	 2 hours

THEMES	LEARNING OUTCOMES	SUGGESTED MATERIALS	STUDY TIME
<b>THEME 5</b> <i>Inspirational People</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li>describe people's appearances and characters.</li> <li>express opinions (agreeing, disagreeing, etc.).</li> <li>talk about current activities.</li> </ul>	<ul style="list-style-type: none"> <li><b>Skills-Based Activity Book 9</b> (Pages 16-27)</li> <li><b>English Games &amp; Activities 9</b> (Pages 51-57)</li> <li><b>Activity Book 9</b> (Pages 6-24)</li> </ul>	 2 hours
<b>THEME 6</b> <i>School Life</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li>exchange personal information.</li> <li>talk about everyday life.</li> </ul>	<ul style="list-style-type: none"> <li><b>Skills-Based Activity Book 10</b> (Pages 5-10)</li> <li><b>English Games &amp; Activities 10</b> (Pages 6-11)</li> <li><b>Activity Book 10</b> (Pages 5-12)</li> </ul>	 2 hours
<b>THEME 7</b> <i>Plans</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li>describe future plans and arrangements.</li> <li>express their ideas in unplanned situations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Skills-Based Activity Book 10</b> (Pages 11-16)</li> <li><b>English Games &amp; Activities 10</b> (Pages 28-33)</li> <li><b>Activity Book 10</b> (Pages 5-16)</li> </ul>	 2 hours
<b>THEME 8</b> <i>Legendary Figure</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li>describe past activities and events.</li> <li>talk about sequential actions.</li> <li>talk about a historical legendary figure in Turkish history.</li> </ul>	<ul style="list-style-type: none"> <li><b>Skills-Based Activity Book 10</b> (Pages 17-22)</li> <li><b>English Games &amp; Activities 10</b> (Pages 60-67)</li> <li><b>Activity Book 10</b> (Pages 6-19)</li> </ul>	 2 hours





THEMES	LEARNING OUTCOMES	SUGGESTED MATERIALS	STUDY TIME
<p><b>THEME 9</b> <i>Traditions</i></p>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>describe habits and routines in the past.</li> <li>exchange information about the old traditions around the world.</li> </ul>	<ul style="list-style-type: none"> <li><b>Skills-Based Activity Book 10</b> (Pages 23-28)</li> <li><b>English Games &amp; Activities 10</b> (Pages 82-86)</li> <li><b>Activity Book 10</b> (Pages 6-19)</li> </ul>	<p> 2 hours</p>
<p><b>THEME 10</b> <i>Travel</i></p>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>talk about past and present events/experiences.</li> <li>book a room at a hotel/a table in restaurant, etc.</li> <li>ask for approvals/confirmations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Skills-Based Activity Book 10</b> (Pages 29-34)</li> <li><b>English Games &amp; Activities 10</b> (Pages 100-109)</li> <li><b>Activity Book 10</b> (Pages 5-19)</li> </ul>	<p> 2 hours</p>



# ENGLISH LANGUAGE CURRICULUM FOR MIDTERM BREAK

11<sup>th</sup>-12<sup>th</sup> GRADES (B1, B2 LEVELS)

THEMES	LEARNING OUTCOMES	SUGGESTED MATERIALS	STUDY TIME
<p><b>THEME 1</b> <i>Future Jobs</i></p>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>• make plans and predictions.</li> <li>• make an appointment on the phone.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skills-Based Activity Book 11</b> (Pages 5-10)</li> <li>• <b>English Games &amp; Activities 11</b> (Pages 6-14)</li> <li>• <b>Activity Book 11</b> (Pages 6-12)</li> </ul>	<p>2 hours</p>
<p><b>THEME 2</b> <i>Hobbies and Skills</i></p>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>• express likes, dislikes, interests and preferences.</li> <li>• talk about present and past abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skills-Based Activity Book 11</b> (Pages 28-34)</li> <li>• <b>English Games &amp; Activities 11</b> (Pages 28-35)</li> <li>• <b>Activity Book 11</b> (Pages 5-19)</li> </ul>	<p>2 hours</p>
<p><b>THEME 3</b> <i>Hard Times</i></p>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>• describe events happening at the same time in the past.</li> <li>• talk about past habits.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skills-Based Activity Book 11</b> (Pages 17-22)</li> <li>• <b>English Games &amp; Activities 11</b> (Pages 52-56)</li> <li>• <b>Activity Book 11</b> (Pages 6-24)</li> </ul>	<p>2 hours</p>
<p><b>THEME 4</b> <i>What A Life</i></p>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>• describe places, people and events in the past.</li> <li>• put the past events in order.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skills-Based Activity Book 11</b> (Pages 23-28)</li> <li>• <b>English Games &amp; Activities 11</b> (Pages 68-74)</li> <li>• <b>Activity Book 11</b> (Pages 6-24)</li> </ul>	<p>2 hours</p>



THEMES	LEARNING OUTCOMES	SUGGESTED MATERIALS	STUDY TIME
<p><b>THEME 5</b> <i>Back to the Past</i></p>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>express wishes and regrets for past events.</li> <li>talk about unreal past events.</li> </ul>	<ul style="list-style-type: none"> <li><b>Skills-Based Activity Book 11</b> (Pages 29-34)</li> <li><b>English Games &amp; Activities 11</b> (Pages 89-93)</li> <li><b>Activity Book 11</b> (Pages 5-16)</li> </ul>	<p> 2 hours</p>
<p><b>THEME 6</b> <i>Music</i></p>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>express their music preferences.</li> <li>agree or disagree with others.</li> </ul>	<ul style="list-style-type: none"> <li><b>Skills-Based Activity Book 12</b> (Pages 3-8)</li> <li><b>English Games &amp; Activities 12</b> (Pages 6-11)</li> <li><b>Activity Book 12</b> (Pages 5-13)</li> </ul>	<p> 2 hours</p>
<p><b>THEME 7</b> <i>Friendship</i></p>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>make conclusions.</li> <li>state reasons.</li> <li>ask and answer questions about personal features.</li> </ul>	<ul style="list-style-type: none"> <li><b>Skills-Based Activity Book 12</b> (Pages 9-14)</li> <li><b>English Games &amp; Activities 12</b> (Pages 26-32)</li> <li><b>Activity Book 12</b> (Pages 5-16)</li> </ul>	<p> 2 hours</p>
<p><b>THEME 8</b> <i>Human Rights</i></p>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>distinguish the positive and negative expressions about human rights.</li> <li>make suggestions about improving human rights.</li> </ul>	<ul style="list-style-type: none"> <li><b>Skills-Based Activity Book 12</b> (Pages 15-20)</li> <li><b>English Games &amp; Activities 12</b> (Pages 46-51)</li> <li><b>Activity Book 12</b> (Pages 5-20)</li> </ul>	<p> 2 hours</p>

THEMES	LEARNING OUTCOMES	SUGGESTED MATERIALS	STUDY TIME
<p><b><i>THEME 9</i></b> <b><i>Coming Soon</i></b></p>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>• express degrees of certainty and uncertainty.</li> <li>• talk about predictions and plans.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skills-Based Activity Book 12</b> (Pages 21-26)</li> <li>• <b>English Games &amp; Activities 12</b> (Pages 70-78)</li> <li>• <b>Activity Book 12</b> (Pages 5-20)</li> </ul>	<p> 2 hours</p>
<p><b><i>THEME 10</i></b> <b><i>Psychology</i></b></p>	<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>• describe mood.</li> <li>• make suggestions to change negative mood.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skills-Based Activity Book 12</b> (Pages 27-32)</li> <li>• <b>English Games &amp; Activities 12</b> (Pages 97-104)</li> <li>• <b>Activity Book 12</b> (Pages 5-16)</li> </ul>	<p> 2 hours</p>

