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| **2017-2018 EĞİTİM-ÖĞRETİM YILI ……………………. İLKOKULU 4. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **SEPTEMBER** | 18-22 | 2 | **UNIT 1: In the Classroom** | ApologizingAsking for permissionMaking simple requestsTelling someone what to do | **Listening**• Students will be able to understand short and clearspeech on making requests and asking for permission.• Students will be able to recognize simple classroominstructions.• Students will be able to recognize numbers twentythrough one hundred.**Speaking**• Students will be able to interact with their classmatesthrough asking for and giving permission in short sentences and phrases.• Students will be able to make requests and tell otherswhat to do using rehearsed simple phrases and shortsentences.• Students will be able to give and respond to simpleinstructions verbally.• Students will be able to count to one hundred.Intercultural Awareness• Students will be able to say ‘thank you’ in differentlanguages. | **Texts**CaptionsCartoonsChartsConversationsIllustrationsInstructionsListsNotes and MessagesNoticesPostersSignsSongsTables**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesListeningMatchingPuppetsQuestions and AnswersReal-life TasksReorderingRole-Play and SimulationsSpeakingTPR | eraser,-sjoinleavepencil case, -spencil sharpener, -sruler, -sstaytaketurn on/offNumbers 21-100May I come in?— Yes, you may.— Sure/Of course.— Sorry, not right now.Give me the book, please.— Excuse me?— Here you are.— Say that again, please.Please come in.The pencil, please.Clean the board, please.Turn around, please.Quiet, please.Shukran, Merci, Gracias, Grazie,Danke, Efharisto, Arigato. | **Projects**• Students preparesimple puppets andpractice how to askfor permission, makerequests and tellsomeone what to do.• Students prepare aposter of classroomrules with a list ofsimple instructionsand visuals.Dossier• Students start fillingin the European Language Portfolio. |  |
| 25-29 | 2 |
| **OCTOBER** | 02-06 | 2 |
| 09-13 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **OCTOBER** | 16-20 | 2 | **UNIT 2: Childrens' Day** | Describing characters/peopleIdentifying countries and nationalitiesMaking simple inquiriesTalking about locations of things**29th October****Atatürk, the founder of Turkish Republic**(29 Ekim Cumhuriyet Bayramı) | **Listening**• Students will be able to recognize personal information about other people such as where they are from andwhere they live.• Students will be able to identify different people’spersonal possessions.**Speaking**• Students will be able to ask and answer questionsabout people, their nationalities and home countries ifarticulated slowly and clearly.Intercultural Awareness• Students will be able to identify flags and nationaldress of different countries. | **Texts**CaptionsCartoonsChartsConversationsIllustrationsInstructionsListsMapsPicture DictionariesPostcardsPostersProductsRhymesSongsTables**Activities**Arts and CraftsChants and SongsCognatesCommunicative tasksDrama/MimingDrawing and coloringFlashcardsGamesLabelingListeningMatchingPuppetsQuestions and answersReal-life TasksReorderingRole-play and SimulationsSpeakingStorytellingTPR | Countries and nationalities (Turkey/Turkish, etc.)AfricaAmericaAsiaAustraliaEuropeAre you British?— No, I’m not.Is she Russian?— Yes, she is.— No, she isn’t.— I think so.— I don’t think so.Where is Germany?— It’s in Europe.Where are you from?Where is she from?— She is from Germany.She lives in Turkey.Look at the girl with the red kimono.Is she from Japan?— Maybe. / I think so. | **Projects**• Students preparefinger puppets (ofdifferent nationalities) and practiceshort dialoguesabout where they arefrom and where theylive.• Students preparea “Children’s Day”picture illustratingchildren around theworld. |  |
| 23-27 | 2 |
| **NOVEMBER** | 30-03 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **NOVEMBER** | 06-10 | 2 | **UNIT 3: Free Time** | **10th November,****The anniversary of Atatürk’s passing away**(10 Kasım Atatürk’ü Anma Günü ve Atatürk Haftası)Expressing likes and dislikesMaking simple inquiriesMaking simple requests | **Listening**• Students will be able to understand the gist and keyinformation in short, recorded passages of people talking about their likes and dislikes.**Speaking**• Students will be able to say what they like doing.• Students will be able to ask people questions aboutwhat they like and answer such questions addressed tothem provided they are articulated slowly and clearly.Compensation Strategy• Students will be able to ask others to repeat what theyhave said or to talk slowly. | **Texts**CaptionsCartoonsChartsConversationsIllustrationsNoticesPicture DictionariesPoemsPostersRhymesSongsStoriesTables**Activities**Arts and CraftsChants and SongsCognatesCommunicative TasksDrama/ MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingQuestions and AnswersReal-life TasksRole-Play and SimulationsSpeakingTPR | coloring book, -sdrawingflying a kiteplaying ...... with marbles... chess... table tennisreading comicsriding a bikewatching cartoonsDo you like dancing?— Yes, I do.Do you like watching cartoons?— No, I don’t.I like reading.I like swimming.I don’t like playing chess.I like singing.I like learning English.I like my friends and my teacher.Repeat, please?Pardon?Slowly, please. | **Projects**• Students preparea questionnaire(find someonewho ...) on identifying others’likes and dislikes,and apply it inthe classroom/atschool.• Students preparea chart illustratingtheir most popularfree time activitiesand hobbies in theclass. |  |
| 13-17 | 2 |
| 20-24 | 2 |
| 27-01 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **DECEMBER** | 04-08 | 2 | **UNIT 4: Cartoon Characters** | Expressing ability and inabilityMaking simple inquiriesTalking about possessions | **Listening**• Students will be able to get the main idea when peopledescribe their own or others’ abilities in clear and shortsentences.• Students will be able to recognize what others possessprovided that the speech is clear, short and slow.**Speaking**• Students will be able to talk about their own and others’ possessions.• Students will be able to deliver a very brief speechabout their own and other people’s abilities when theyare given time for advance preparation. | **Texts**CaptionsCartoonsChartsConversationsIllustrationsNoticesPicture DictionariesPoemsPostersProductsRhymesSongsStoriesTables**Activities**Arts and CraftsChants and SongsCognatesCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesListeningMatchingPuppetsQuestions and AnswersRole-Play and SimulationsSpeakingStorytellingTPR | carrycatchclimb a treecookdivedo puzzlesdriveplay ...... the guitar/the piano, etc.ride a horsetake picturesCan he jump?— Yes, he can/No, he can’t.Can you speak English?— Yes, I can.He can’t ride a bike, but I can.He can swim.I can read English books.This is my guitar, and I can play it.Is this your flute?Can you play the piano?These are his/her books.My hero can/can’t ...Your cartoon character can/can’t ... | **Projects**• Students draw andpresent an imaginaryhero with superpowers.• Students prepare aposter about “amazing animals” andwhat they can do. |  |
| 11-15 | 2 |
| 18-22 | 2 |
| 25-29 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **JANUARY** | 02-05 | 2 | **UNIT 5: My Day** | Describing what people do regularlyMaking simple inquiriesTelling the time, days and dates | **Listening**• Students will be able to extract the gist and relevantspecific information in short recorded passages aboutpredictable everyday routines which are spoken slowlyand clearly.• Students will be able to recognize the time in shortand clear speech.**Speaking**• Students will be able to give personal information onthe daily routines they do at different times of the day.• Students will be able to ask and answer and initiateand respond to simple statements about their daily routines.• Students will be able to ask and answer about thetime. | **Texts**AdvertisementsCaptionsCartoonsChartsConversationsFablesFairy talesIllustrationsListsNotes and MessagesPicture DictionariesPoemsPostcardsPostersProductsRhymesSongsStoriesTables**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingFlashcardsGamesListeningMatchingPuppetsQuestions and AnswersReal-life TasksReorderingTPR | do homeworkget dressedgo ...... shopping... to the playground... to bedhave ...... a showerbreakfast/lunch/dinnermeet friendswake upwashat noon/nightin the morning/afternoonI wake up in the morning. I havebreakfast with my mother andbrother.I meet my friends at school.I go to the playground in the afternoon.I go shopping with my mom.I do my homework.I go to bed at night.What do you do at noon?— I have lunch at school.What time is it?— It’s 7 o’clock.— It’s 4:40.— It’s 2:25. | **Projects**• Students prepare atimetable showingwhat they do duringthe day and presenttheir daily routinesto the class.• Students prepare“daily activities”cards (collage/drawing) and play aTPR and guessinggame by miming theactions on the cardsthey have picked up.• Students preparea clock as a craftactivity to practicetime and numbers. |  |
| 08-12 | 2 |
| 15-19 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **FEBRUARY** | 05-09 | 2 | **UNIT 6: Doing Experiments** | Giving and responding to simple instructionsMaking simple inquiriesTalking about locationsTelling someone what to do | **Listening**• Students will be able to understand and follow simpleinstructions if addressed to them slowly.• Students will be able to recognize phrases/descriptionsabout locations.**Speaking**• Students will be able to give short, basic instructions.• Students will be able to describe locations of peopleand things.• Students will be able to ask and answer questionsabout locations of objects.• Students will be able to ask and answer very simpleclarification questions through short expressions ormimes and actions.Compensation Strategy• Students will be able to ask for an English word thatthey do not know. | **Texts**CaptionsCartoonsChartsConversationsIllustrationsInstructionsListsPicture DictionariesPoemsPostersProductsRhymesSongsTables**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingQuestions and AnswersReal-life TasksReorderingRole-Play and SimulationsSpeakingTPR | box, -esbrush, -escover, -sexperiment, -sfoldmixplant, -sscientist, -sshakestirCut the paper.Don’t cut it now!Fold it.Mix black and white, and you getgray.Plant it.Water it.Where is the brush?— It’s in front of the bottle.— Behind the box— Near that glass.What is ...?What is .... in English? | **Project**• Students preparea poster illustratingthe steps of an experiment with simple instructions. |  |
| 12-16 | 2 |
| 19-23 | 2 |
| 26-02 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **MARCH** | 05-09 | 2 | **UNIT 7: Jobs** | Describing what people do regularlyExpressing likes and dislikesMaking simple inquiries | **Listening**• Students will be able to identify other people’s jobs,likes and regular activities when stated in clear andshort sentences.**Speaking**• Students will be able to talk about other people’s jobs,regular activities and likes in simple sentences.• Students will be able to ask and answer questions onwhat people do regularly and what they like doing usingshort sentences and phrases.Compensation Strategy• Students will be able to start and continue a conversation by using simple phrases and sentences, along withmimics and gestures, to make their meaning clear. | **Texts**AdvertisementsCaptionsCartoonsChartsConversationsIllustrationsListsPicture DictionariesPoemsPostersProductsRhymesSongsStories**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingPuppetsQuestions and AnswersReorderingRole-Play and SimulationsSpeakingStorytellingTPR | businessman, -menchef, -sdancer, -sfarmer, -sfireman, -menpilot, -spoliceman, -menpolicewoman, -womensinger, -steacher, -svet, -swriter, -sat the police stationWhat is your job?— I’m a doctor. I work at a hospital.— I’m a farmer. I like animals and Iwork on a farm.What does she do?What does she like?— She’s a teacher, and she likesteaching children.Where does she work?— at a post office. | **Projects**• Students preparea collage aboutpeople’s jobs andwhere they work.• Students preparea visual (with photos and drawings)to be displayedabout their parentsand their jobs.• Students preparea poster illustratingthemselves doingtheir dream jobs. |  |
| 12-16 | 2 |
| 19-23 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **MARCH** | 26-30 | 2 | **UNIT 8: My Clothes** | Accepting and refusingDescribing the weatherExpressing basic needsMaking simple inquiriesMaking simple requestsNaming common objectsNaming the seasons of the yearTelling people what to do | **Listening**• Students will be able to understand the essential information in short recorded passages dealing with predictable, everyday matters (clothes and weather conditions)which are spoken slowly and clearly and when there isvisual support.• Students will be able to recognize the names of theseasons in short and clear speeches.**Speaking**• Students will be able to describe the weather.• Students will be able to name the seasons.• Students will be able to ask and answer simple questions and initiate and respond to simple statements inareas of immediate need or on very familiar topics (e.g.,the weather).• Students will be able to ask people for things and givepeople things. | **Texts**AdvertisementsCaptionsCartoonsChartsConversationsFablesIllustrationsListsNotes and MessagesPicture DictionariesPoemsPostcardsPostersRhymesSignsSongsStoriesTables**Activities**Arts and CraftsChants and SongsDrama/MimingDrawing and ColoringFlashcardsGamesListeningMatchingQuestions and AnswersReorderingRole-Play and SimulationsSpeakingStorytellingTPR | boot, -sdress, -esglove, -shat, -sjeansshoe, -sskirt, -ssock, -ssunglassestrousersborrowput onwearautumn/fallspringsummerwinterWhat’s the weather like?— It’s rainy today. I need my umbrella.— It’s windy. Put on/wear your coat.What’s the weather like in Ankarain winter?— It’s cold and snowy.May/Can I borrow your umbrella?— Here you are.— No, sorry, it’s broken. | **Projects**• Students preparea seasonal weatherchart/ table andclassify the clothesthey wear underthe correspondingseasons.• Students dressup a card figureaccording to oneseason and labelthe clothes.• Students preparea puppet with seasonal clothes anddescribe him/her(video recording issuggested). |  |
| **APRIL** | 02-06 | 2 |
| 09-13 | 2 |
| 16-20 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **APRIL** | 24-27 | 2 | **UNIT 9: My Friends** | **23rd April****National Sovereignty and Children’s Day**(23 Nisan Ulusal Egemenlik ve Çocuk Bayramı)Describing characters/peopleMaking simple inquiriesTalking about possessions**19th May****Youth and Sports Day**(19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı) | **Listening**• Students will be able to understand the main point inshort, clear, simple messages and announcements (e.g.,describing people and their features).**Speaking**• Students will be able to describe their friends andother people (family members, teachers, etc.).• Students will be able to ask and answer about otherpeople’s physical characteristics and personality. | **Texts**AdvertisementsCaptionsCartoonsChartsConversationsFablesFairy talesIllustrationsListsPicture DictionariesPoemsPostcardsPostersProductsRhymesSongsStoriesTables**Activities**Arts and CraftsChants and SongsCommunicative TasksDrawing and ColoringFlashcardsLabelingListeningMatchingPuppetsQuestions and AnswersReal-life TasksReorderingRole-Play and SimulationsSpeakingStorytellingSynonyms and AntonymsTPR | beardcelebritydarkcheerfulenergeticfairfamousfrecklesfriendlyfunnynicepoliterudeshort/tallshystraightwavyWhat is she like?She is quiet and hardworking.What does he look like?He has curly hair and a moustache.He has blue eyes.His legs are very long.I have brown hair.She is/isn’t very friendly.My best friend is cheerful and energetic.My mother is tall and slim, and shehas a lovely smile. | **Projects**• Students preparea poster abouta friend or family member usingphotos and simplephrases.• Students work inpairs. One studentdescribes his/herfavorite celebrity(e.g., Her hair iscurly. / He is talland thin.) and theother draws a picture based on thedescription. |  |
| **MAY** | 30-04 | 2 |
| 07-11 | 2 |
| 14-18 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **MAY** | 21-25 | 2 | **UNIT 10: Food and Drinks** | Accepting and refusingExpressing basic needsExpressing feelingsMaking simple inquiriesMaking simple requests | **Listening**• Students will be able to recognize simple words andphrases about food and drinks.• Students will be able to comprehend offers about theirbasic needs.• Students will be able to identify others’ needs andfeelings if stated in simple and clear speech.**Speaking**• Students will be able to ask and answer questions, initiate and respond to simple statements about their basicneeds and feelings• Students will be able to express how they feel andwhat they want in simple and short sentences andphrases.Intercultural Awareness• Students will be able to identify popular food acrosscultures. | **Texts**AdvertisementsCaptionsCartoonsConversationsCouponsIllustrationsListsMenusPicture DictionariesPostersProductsRhymesSignsSongsStoriesTables**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingQuestions and AnswersReal-life TasksRole-Play and Simulations | breadbuttercheesecupcake, -shoneymilkolive, -spastasoupteanow/laterAre you hungry?— Yes, I am, and I want some ..., please.— No, I’m not hungry.Do you want a sandwich?Want a sandwich?Would you like a sandwich?— No, thanks. I’m full.— Yes, please.What about an apple?— Not now, thanks.— No, thanks, maybe later.Is she thirsty?— Yes, she is. / No, she isn’t.I want some milk, please.Pizza, sushi, kebab, fish and chips,Turkish delightPizza is an Italian food. | **Projects**• Students prepare acard game of matching pairs of picturesof food and drinks toplay individually orin groups.• Students preparea menu for an imaginary restaurant byusing drawings andvisuals.Dossier• Students completeand hand in theEuropean LanguagePortfolio. |  |
| 28-01 | 2 |
| **JUNE** | 04-08 | 2 |

Bu plan; Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı’nın 01.02.2013 tarih ve 6 sayılı kararıyla kabul edilen İlköğretim Kurumları (İlkokullar ve Ortaokullar) İngilizce Dersi (2, 3, 4, 5, 6, 7 ve 8. Sınıflar) Öğretim Programına göre hazırlanmıştır.

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| **................................****İNGİLİZCE ÖĞRETMENİ** |  |  | **UYGUNDUR****18/09/2017** |
|  |  |  | **.....................................** **OKUL MÜDÜRÜ** |