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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** | Apologizing  Asking for permission  Making simple requests  Telling someone what to do | **Listening**  • Students will be able to understand short and clear  speech on making requests and asking for permission.  • Students will be able to recognize simple classroom  instructions.  • Students will be able to recognize numbers twenty  through one hundred.  **Speaking**  • Students will be able to interact with their classmates  through asking for and giving permission in short sentences and phrases.  • Students will be able to make requests and tell others  what to do using rehearsed simple phrases and short  sentences.  • Students will be able to give and respond to simple  instructions verbally.  • Students will be able to count to one hundred.  Intercultural Awareness  • Students will be able to say ‘thank you’ in different  languages. | **Texts**  Captions  Cartoons  Charts  Conversations  Illustrations  Instructions  Lists  Notes and Messages  Notices  Posters  Signs  Songs  Tables  **Activities**  Arts and Crafts  Chants and Songs  Communicative Tasks  Drama/Miming  Drawing and Coloring  Flashcards  Games  Listening  Matching  Puppets  Questions and Answers  Real-life Tasks  Reordering  Role-Play and Simulations  Speaking  TPR | eraser,-s  join  leave  pencil case, -s  pencil sharpener, -s  ruler, -s  stay  take  turn on/off  Numbers 21-100  May 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 prepare  simple puppets and  practice how to ask  for permission, make  requests and tell  someone what to do.  • Students prepare a  poster of classroom  rules with a list of  simple instructions  and visuals.  Dossier  • Students start filling  in 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/people  Identifying countries and nationalities  Making simple inquiries  Talking 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 and  where they live.  • Students will be able to identify different people’s  personal possessions.  **Speaking**  • Students will be able to ask and answer questions  about people, their nationalities and home countries if  articulated slowly and clearly.  Intercultural Awareness  • Students will be able to identify flags and national  dress of different countries. | **Texts**  Captions  Cartoons  Charts  Conversations  Illustrations  Instructions  Lists  Maps  Picture Dictionaries  Postcards  Posters  Products  Rhymes  Songs  Tables  **Activities**  Arts and Crafts  Chants and Songs  Cognates  Communicative tasks  Drama/Miming  Drawing and coloring  Flashcards  Games  Labeling  Listening  Matching  Puppets  Questions and answers  Real-life Tasks  Reordering  Role-play and Simulations  Speaking  Storytelling  TPR | Countries and nationalities (Turkey/  Turkish, etc.)  Africa  America  Asia  Australia  Europe  Are 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 prepare  finger puppets (of  different nationalities) and practice  short dialogues  about where they are  from and where they  live.  • Students prepare  a “Children’s Day”  picture illustrating  children around the  world. |  |
| 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 dislikes  Making simple inquiries  Making simple requests | **Listening**  • Students will be able to understand the gist and key  information 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 about  what they like and answer such questions addressed to  them provided they are articulated slowly and clearly.  Compensation Strategy  • Students will be able to ask others to repeat what they  have said or to talk slowly. | **Texts**  Captions  Cartoons  Charts  Conversations  Illustrations  Notices  Picture Dictionaries  Poems  Posters  Rhymes  Songs  Stories  Tables  **Activities**  Arts and Crafts  Chants and Songs  Cognates  Communicative Tasks  Drama/ Miming  Drawing and Coloring  Flashcards  Games  Labeling  Listening  Matching  Questions and Answers  Real-life Tasks  Role-Play and Simulations  Speaking  TPR | coloring book, -s  drawing  flying a kite  playing ...  ... with marbles  ... chess  ... table tennis  reading comics  riding a bike  watching cartoons  Do 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 prepare  a questionnaire  (find someone  who ...) on identifying others’  likes and dislikes,  and apply it in  the classroom/at  school.  • Students prepare  a chart illustrating  their most popular  free time activities  and hobbies in the  class. |  |
| 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 inability  Making simple inquiries  Talking about possessions | **Listening**  • Students will be able to get the main idea when people  describe their own or others’ abilities in clear and short  sentences.  • Students will be able to recognize what others possess  provided 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 speech  about their own and other people’s abilities when they  are given time for advance preparation. | **Texts**  Captions  Cartoons  Charts  Conversations  Illustrations  Notices  Picture Dictionaries  Poems  Posters  Products  Rhymes  Songs  Stories  Tables  **Activities**  Arts and Crafts  Chants and Songs  Cognates  Communicative Tasks  Drama/Miming  Drawing and Coloring  Flashcards  Games  Listening  Matching  Puppets  Questions and Answers  Role-Play and Simulations  Speaking  Storytelling  TPR | carry  catch  climb a tree  cook  dive  do puzzles  drive  play ...  ... the guitar/the piano, etc.  ride a horse  take pictures  Can 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 and  present an imaginary  hero with super  powers.  • Students prepare a  poster about “amazing animals” and  what 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 regularly  Making simple inquiries  Telling the time, days and dates | **Listening**  • Students will be able to extract the gist and relevant  specific information in short recorded passages about  predictable everyday routines which are spoken slowly  and clearly.  • Students will be able to recognize the time in short  and clear speech.  **Speaking**  • Students will be able to give personal information on  the daily routines they do at different times of the day.  • Students will be able to ask and answer and initiate  and respond to simple statements about their daily routines.  • Students will be able to ask and answer about the  time. | **Texts**  Advertisements  Captions  Cartoons  Charts  Conversations  Fables  Fairy tales  Illustrations  Lists  Notes and Messages  Picture Dictionaries  Poems  Postcards  Posters  Products  Rhymes  Songs  Stories  Tables  **Activities**  Arts and Crafts  Chants and Songs  Communicative Tasks  Drama/Miming  Flashcards  Games  Listening  Matching  Puppets  Questions and Answers  Real-life Tasks  Reordering  TPR | do homework  get dressed  go ...  ... shopping  ... to the playground  ... to bed  have ...  ... a shower  breakfast/lunch/dinner  meet friends  wake up  wash  at noon/night  in the morning/afternoon  I wake up in the morning. I have  breakfast with my mother and  brother.  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 a  timetable showing  what they do during  the day and present  their daily routines  to the class.  • Students prepare  “daily activities”  cards (collage/  drawing) and play a  TPR and guessing  game by miming the  actions on the cards  they have picked up.  • Students prepare  a clock as a craft  activity to practice  time 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 instructions  Making simple inquiries  Talking about locations  Telling someone what to do | **Listening**  • Students will be able to understand and follow simple  instructions if addressed to them slowly.  • Students will be able to recognize phrases/descriptions  about locations.  **Speaking**  • Students will be able to give short, basic instructions.  • Students will be able to describe locations of people  and things.  • Students will be able to ask and answer questions  about locations of objects.  • Students will be able to ask and answer very simple  clarification questions through short expressions or  mimes and actions.  Compensation Strategy  • Students will be able to ask for an English word that  they do not know. | **Texts**  Captions  Cartoons  Charts  Conversations  Illustrations  Instructions  Lists  Picture Dictionaries  Poems  Posters  Products  Rhymes  Songs  Tables  **Activities**  Arts and Crafts  Chants and Songs  Communicative Tasks  Drama/Miming  Drawing and Coloring  Flashcards  Games  Labeling  Listening  Matching  Questions and Answers  Real-life Tasks  Reordering  Role-Play and Simulations  Speaking  TPR | box, -es  brush, -es  cover, -s  experiment, -s  fold  mix  plant, -s  scientist, -s  shake  stir  Cut the paper.  Don’t cut it now!  Fold it.  Mix black and white, and you get  gray.  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 prepare  a poster illustrating  the 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 regularly  Expressing likes and dislikes  Making simple inquiries | **Listening**  • Students will be able to identify other people’s jobs,  likes and regular activities when stated in clear and  short 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 on  what people do regularly and what they like doing using  short sentences and phrases.  Compensation Strategy  • Students will be able to start and continue a conversation by using simple phrases and sentences, along with  mimics and gestures, to make their meaning clear. | **Texts**  Advertisements  Captions  Cartoons  Charts  Conversations  Illustrations  Lists  Picture Dictionaries  Poems  Posters  Products  Rhymes  Songs  Stories  **Activities**  Arts and Crafts  Chants and Songs  Communicative Tasks  Drama/Miming  Drawing and Coloring  Flashcards  Games  Labeling  Listening  Matching  Puppets  Questions and Answers  Reordering  Role-Play and Simulations  Speaking  Storytelling  TPR | businessman, -men  chef, -s  dancer, -s  farmer, -s  fireman, -men  pilot, -s  policeman, -men  policewoman, -women  singer, -s  teacher, -s  vet, -s  writer, -s  at the police station  What is your job?  — I’m a doctor. I work at a hospital.  — I’m a farmer. I like animals and I  work on a farm.  What does she do?  What does she like?  — She’s a teacher, and she likes  teaching children.  Where does she work?  — at a post office. | **Projects**  • Students prepare  a collage about  people’s jobs and  where they work.  • Students prepare  a visual (with photos and drawings)  to be displayed  about their parents  and their jobs.  • Students prepare  a poster illustrating  themselves doing  their 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 refusing  Describing the weather  Expressing basic needs  Making simple inquiries  Making simple requests  Naming common objects  Naming the seasons of the year  Telling 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 is  visual support.  • Students will be able to recognize the names of the  seasons 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 in  areas of immediate need or on very familiar topics (e.g.,  the weather).  • Students will be able to ask people for things and give  people things. | **Texts**  Advertisements  Captions  Cartoons  Charts  Conversations  Fables  Illustrations  Lists  Notes and Messages  Picture Dictionaries  Poems  Postcards  Posters  Rhymes  Signs  Songs  Stories  Tables  **Activities**  Arts and Crafts  Chants and Songs  Drama/Miming  Drawing and Coloring  Flashcards  Games  Listening  Matching  Questions and Answers  Reordering  Role-Play and Simulations  Speaking  Storytelling  TPR | boot, -s  dress, -es  glove, -s  hat, -s  jeans  shoe, -s  skirt, -s  sock, -s  sunglasses  trousers  borrow  put on  wear  autumn/fall  spring  summer  winter  What’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 Ankara  in winter?  — It’s cold and snowy.  May/Can I borrow your umbrella?  — Here you are.  — No, sorry, it’s broken. | **Projects**  • Students prepare  a seasonal weather  chart/ table and  classify the clothes  they wear under  the corresponding  seasons.  • Students dress  up a card figure  according to one  season and label  the clothes.  • Students prepare  a puppet with seasonal clothes and  describe him/her  (video recording is  suggested). |  |
| **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/people  Making simple inquiries  Talking 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 in  short, clear, simple messages and announcements (e.g.,  describing people and their features).  **Speaking**  • Students will be able to describe their friends and  other people (family members, teachers, etc.).  • Students will be able to ask and answer about other  people’s physical characteristics and personality. | **Texts**  Advertisements  Captions  Cartoons  Charts  Conversations  Fables  Fairy tales  Illustrations  Lists  Picture Dictionaries  Poems  Postcards  Posters  Products  Rhymes  Songs  Stories  Tables  **Activities**  Arts and Crafts  Chants and Songs  Communicative Tasks  Drawing and Coloring  Flashcards  Labeling  Listening  Matching  Puppets  Questions and Answers  Real-life Tasks  Reordering  Role-Play and Simulations  Speaking  Storytelling  Synonyms and Antonyms  TPR | beard  celebrity  dark  cheerful  energetic  fair  famous  freckles  friendly  funny  nice  polite  rude  short/tall  shy  straight  wavy  What 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 she  has a lovely smile. | **Projects**  • Students prepare  a poster about  a friend or family member using  photos and simple  phrases.  • Students work in  pairs. One student  describes his/her  favorite celebrity  (e.g., Her hair is  curly. / He is tall  and thin.) and the  other draws a picture based on the  description. |  |
| **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 refusing  Expressing basic needs  Expressing feelings  Making simple inquiries  Making simple requests | **Listening**  • Students will be able to recognize simple words and  phrases about food and drinks.  • Students will be able to comprehend offers about their  basic needs.  • Students will be able to identify others’ needs and  feelings 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 basic  needs and feelings  • Students will be able to express how they feel and  what they want in simple and short sentences and  phrases.  Intercultural Awareness  • Students will be able to identify popular food across  cultures. | **Texts**  Advertisements  Captions  Cartoons  Conversations  Coupons  Illustrations  Lists  Menus  Picture Dictionaries  Posters  Products  Rhymes  Signs  Songs  Stories  Tables  **Activities**  Arts and Crafts  Chants and Songs  Communicative Tasks  Drama/Miming  Drawing and Coloring  Flashcards  Games  Labeling  Listening  Matching  Questions and Answers  Real-life Tasks  Role-Play and Simulations | bread  butter  cheese  cupcake, -s  honey  milk  olive, -s  pasta  soup  tea  now/later  Are 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 delight  Pizza is an Italian food. | **Projects**  • Students prepare a  card game of matching pairs of pictures  of food and drinks to  play individually or  in groups.  • Students prepare  a menu for an imaginary restaurant by  using drawings and  visuals.  Dossier  • Students complete  and hand in the  European Language  Portfolio. |  |
| 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** |