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| **2022-2023 EĞİTİM-ÖĞRETİM YILI ……………………. İLKOKULU 2. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **SEPTEMBER** | 12-16 | 2 | **1- Words** | **Telling people what we know**This’s/That’s a/an ...... ambulance/balloon/cake, etc.ambulance (artist/aspirin)ballooncake (café/camp)doctor (dance)electrics (e-mail)football (film)gorilla (garage)hotelInternetjudokangaroo (kilo)lemon (laptop)microphone (market)noteorchestra (office)picnic (passport/plastic)quizradio (restaurant)sport (stop/stadium)television (train)universityvanilla (video)wagonyoghurtzebra | **Listening****E2.1.L1.** Students will be able to identify words that are common to both Turkish and English. **Speaking** **E2.1.S1.** Students will be able to use the correct word to identify certain objects, people or animals.<https://www.ingilizceciyiz.com/>  | **Contexts**AdvertisementsCartoonsIllustrationsPicture DictionariesPostersProbes/RealiaSongsVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMatching**Assignments**• Students prepare a visual dictionary to show the words they know in English. |
| 19-23 | 2 |
| 26-30 | 2 |
| **OCTOBER** | 03-07 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **OCTOBER** | 10-14 | 2 | **2- Friends** | **Asking someone’s name**What’s your name?—My name is John.—I’m John.—This is John.—John.**Greeting and meeting people**Hi! Hello!Good morning!Good afternoon!Good night!Good bye!Bye!How are you?—I’m fine. You?—I’m okay, thank you.How are you?Great, thanks. | **Listening****E2.2.L1.** Students will be able to understandsimple expressions about greeting and meetingsomeone.**E2.2.L2.** Students will be able to understand whensomeone introduces himself or herself.**Speaking****E2.2.S1.** Students will be able to use everydayexpressions for greeting and meeting someone.**E2.2.S2.** Students will be able to ask questions tolearn someone’s name.**E2.2 S3.** Students will be able to ask questions tofind out how they are doing.**E2.2.S4.** Students will be able to introducethemselves in a simple way. | **Contexts**AdvertisementsCartoonsIllustrationsPicture DictionariesPostersProbes/RealiaSongsVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMatching**Assignments**• Students prepare masks to represent imaginary characters and then meet others and introduce themselves.• Students prepare a poster to demonstrate how people greet each other. |
| 17-21 | 2 |
| 24-28 | 2 |
| 31-04 Nov | 2 |
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| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **NOVEMBER** | 07-11 | 2 | **3- In the Classroom** | **Expressing and responding to thanks**Thank you.Thanks.You are welcome.**Giving and responding to simple instructions**Open/Close the window/the door.Sit down.Stand up.Color the picture.Cut the paper.Draw a balloon.Paint the ball.**Asking for clarification**Excuse me?I’m sorry.Excuse me.Say that again, please.**Giving simple directions**Turn ...... left.... right. | **Listening****E2.3.L1.** Students will be able to understand instructions and follow short, simple directions.**Speaking****E2.3.S1.** Students will be able to tell others how todo things in the classroom.**E2.3.S2.** Students will be able to ask for clarificationby asking the speaker to repeat what has been said.**E2.3.S3.** Students will be able to express and respond to thanks. | **Contexts**AdvertisementsCartoonsIllustrationsPicture DictionariesPostersProbes/RealiaSongsVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMatching**Assignments**• Students keep expanding their visual dictionary by including new vocabulary items. |
|  14-18 ARA TATİL |
| 21-25 | 2 |
| 28-02 DEC | 2 |
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| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **DECEMBER** | 05-09 | 2 | **4- Numbers** | **Expressing quantity**How many ... are there?—four (pencils).—five (schoolbags).—seven (books)**Making simple inquiries**How old are you?—I am 7.—I am 7 years old.**Naming classroom objects**board, -sbook, -scrayon, -sdesk, -snotebook, -spaperpen, -spencil, -sschoolbag, -sscissorstable, -s**Naming numbers**Numbers from 1 to 10. | **Listening****E2.4.L1.** Students will be able to identify and understand the names of some classroom objects.**E2.4.L2.** Students will be able to recognize the numbers from 1 to 10.**E2.4.L3.** Students will be able identify quantities of things.**Speaking****E2.4.S1.** Students will be able to express the correct names of the classroom objects.**E2.4.S2.** Students will be able to count numbersfrom 1 to 10**E2.4.S3.** Students will be able express quantities of things. | **Contexts**AdvertisementsCartoonsIllustrationsPicture DictionariesPostersProbes/RealiaSongsVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMatchingQuestions and Answers**Assignments**• Students keep expanding their visual dictionary by including new vocabulary items.• In pairs, students prepare a puzzle about numbers. |
| 12-16 | 2 |
| 19-23 | 2 |
| 26-30 | 2 |
|  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **JANUARY** | 02-06 | 2 | **5- Colors** | **Expressing likes and dislikes**I like red and blue.I don’t like brown.**Making simple inquiries**What color is it?—Green.—It’s red.**Naming colors**blackbluebrowngreenorangepinkpurpleredwhiteyellow**Expressing quantity**How many red crayons are there?—Three.—Three crayons. | **Listening****E2.5.L1.** Students will be able to identify colors of things.**Speaking****E2.5.S1.** Students will be able to name the colors of things.**E2.5.S2.** Students will be able to talk about the colors they like.**E2.5.S3.** Students will be able to express quantities of things. | **Contexts**AdvertisementsCartoonsIllustrationsPicture DictionariesPostersProbes/RealiaSongsVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMatchingMaking PuppetsQuestions and Answers**Assignments**• Students keep expanding their visual dictionary by including new vocabulary items.• Students prepare a color scale by cutting and pasting colored papers and then present it. |
| 09-13 | 2 |
| 16-20 | 2 |
| **23 Ocak 3 Şubat Yarıyıl Tatili** |
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| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **FEBRUARY** | 06-10 | 2 | **6- At the Playground** | **Making simple inquiries**Do you dance?—Yes!—Yes, I do.—No!—No, I don’t.**Making simple suggestions**Let’s ...... dance.... jump/skip (rope).... play chess football/basketball …hide and seek... run.... sing.... slide.... walk. | **Listening****E2.6.L1.** Students will be able to understand short, simple suggestions.**Speaking****E2.6.S1.** Students will be able to make suggestions in a simple way.**E2.6.S2.** Students will be able to ask and answer simple questions. | **Contexts**AdvertisementsCartoonsIllustrationsPostersProbes/RealiaSongs<https://www.ingilizceciyiz.com/> Videos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMatchingMaking PuppetsQuestions and Answers**Assignments**• Students keep expanding their visual dictionary by including new vocabulary items.• In groups, students draw and name the actions they have learnt. |
| 13-17 | 2 |
| 20-24 | 2 |
| 27 February-3 March | 2 |
|  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **MARCH** | 06-10 | 2 | **7- Body Parts** | **Making simple inquiries**What is this?—This is my finger.—It’s my hand.—This is my mouth.—It’s my nose.**Talking about possessions**My/your finger**Telling someone what to do**Open/close your eyes.Point to your head.Raise your hand(s).Show your knee (s).Touch your toes.ear, -seye, -sfinger, -shand, -shead, -sknee, -smouth, -snose, -s | **Listening****E2.7.L1.** Students will be able to understand the names of their body parts.**Speaking****E2.7.S1.** Students will be able to tell the names of their body parts.**E2.7.S2.** Students will be able to give short, simple and oral instructions. | **Contexts**AdvertisementsCartoonsIllustrationsPostersProbes/RealiaSongsVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMaking PuppetsMatchingQuestions and Answers**Assignments**• Students bring a photo or draw a picture to show / write the names of the body parts. |
| 13-17 | 2 |
| 20-24 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **MARCH** | 27-31 | 2 | **8- Pets** | **Making simple inquiries**Where is the cat?The cat is…Where are the birds?The birds are…**Talking about locations of things**—The birds are ...... in the tree.... on the car.—The cat is…under the table. | **Listening****E2.8.L1.** Students will be able to identify certain pet animals.**E2.8.L2.** Students will be able to follow short and simple oral instructions about the names and locations of pet animals.**Speaking****E2.8.S1.** Students will be able to say the names of certain pet animals.**E2.8.S2.** Students will be able to say where the animals are by pointing out them. | **Contexts**Advertisements / CaptionsCartoons / ConversationsFables / IllustrationsSongs / Stories / Videos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGames / Labeling / MatchingMaking PuppetsQuestions and Answers  |
| **APRIL** | 03-07 | 2 |
| 10-14 | 2 |  |
| **17-20 Nisan Ara Tatil** |
| 24-28 | 2 | **8- Pets** | bird, -scat, -sdog, -srabbit, -sturtle, -s |  | **Assignments**• Students keep expanding their visual dictionary by including new vocabulary items.• Students draw the pet animals they have learnt to prepare posters and then display them on the classroom walls. |
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| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **MAY** | 01 – 05 May | 2 | **9- Fruit** | **Expressing likes and dislikes**—I like watermelon.—I don’t like grapefruit.**Giving and responding to simple instructions**Touch the melon.Show the apples.—Sure.—Okay.—Of course.**Telling someone what to do**Cut the peach.Give the banana.Eat the grapes.Color the lemons.apple,-sbanana, -sgrapefruit, -sgrape, -smelon, -sorange,-speach, -eslemon, -swatermelon, -s | **Listening****E2.9.L1.** Students will be able to recognize the names of fruit.**Speaking****E2.9.S1.** Students will be able to talk about the fruit they like.**E2.9.S2.** Students will be able to tell others to do things with fruit by pointing out them.<https://www.ingilizceciyiz.com/>  | **Contexts**AdvertisementsConversationsCouponsFairy talesIllustrationsInstructionsListsMenusProbes/RealiaSongsTablesVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMaking puppetsMatchingQuestions and Answers**Assignments**• Students draw a fruit basket with the fruit they like and name them.• Students play a game “find someone who” by asking each other about the fruit they like and dislike. |
| 08-12 | 2 |
| 15-19 | 2 |
|  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
|  **MAY** | 22-26 | 2 | **10- Animals** | **Expressing abilities**I am a duck. I can swim.I am a horse. I can run.Monkeys can jump.Elephants can run.Fish can swim.Birds can fly.**Expressing likes and dislikes**I like donkeys.I don’t like spiders.**Making simple inquiries**Can you jump?—Yes, I can.—I can jump. Can birds fly?—Yes.—Yes. Birds can fly.chicken, -scow, -sdonkey, -sduck, -selephant, -sgoat, -shorse, -slion, -smonkey, -ssnake, -sspider, -s | **Listening****E2.10.L1.** Students will be able to recognize the names of certain animals.**E2.10.L2.** Students will be able to understand common expressions about abilities.**Speaking****E2.10.S1.** Students will be able to talk about the animals they like/dislike.**E2.10.S2.** Students will be able to talk about abilities.<https://www.ingilizceciyiz.com/>  | **Contexts**Advertisements / CaptionsCartoons / ConversationsFables / IllustrationsPoems / PostersSongs / StoriesTables / Videos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMatchingMaking PuppetsQuestions and Answers**Assignments**• Students complete and reflect on their visual dictionary by including new vocabulary items.• In groups, students prepare animal masks and color them. |
| 29 May-02  | 2 |
|  **JUNE** | 05-09 | 2 |
| 12-16 | 2 |

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İngilizce Öğretmeni İngilizce Öğretmeni

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