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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)  balloon  cake (café/camp)  doctor (dance)  electrics (e-mail)  football (film)  gorilla (garage)  hotel  Internet  judo  kangaroo (kilo)  lemon (laptop)  microphone (market)  note  orchestra (office)  picnic (passport/plastic)  quiz  radio (restaurant)  sport (stop/stadium)  television (train)  university  vanilla (video)  wagon  yoghurt  zebra | **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**  Advertisements  Cartoons  Illustrations  Picture Dictionaries  Posters  Probes/Realia  Songs  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Matching  **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 understand  simple expressions about greeting and meeting  someone.  **E2.2.L2.** Students will be able to understand when  someone introduces himself or herself.  **Speaking**  **E2.2.S1.** Students will be able to use everyday  expressions for greeting and meeting someone.  **E2.2.S2.** Students will be able to ask questions to  learn someone’s name.  **E2.2 S3.** Students will be able to ask questions to  find out how they are doing.  **E2.2.S4.** Students will be able to introduce  themselves in a simple way. | | **Contexts**  Advertisements  Cartoons  Illustrations  Picture Dictionaries  Posters  Probes/Realia  Songs  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Matching  **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 |
|  | | | | | | | | |
| **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 to  do things in the classroom.  **E2.3.S2.** Students will be able to ask for clarification  by asking the speaker to repeat what has been said.  **E2.3.S3.** Students will be able to express and respond to thanks. | | **Contexts**  Advertisements  Cartoons  Illustrations  Picture Dictionaries  Posters  Probes/Realia  Songs  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Matching  **Assignments**  • Students keep expanding their visual dictionary by including new vocabulary items. | |
| 14-18 ARA TATİL | |
| 21-25 | 2 |
| 28-02 DEC | 2 |
|  | | | | | | | | |
| **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, -s  book, -s  crayon, -s  desk, -s  notebook, -s  paper  pen, -s  pencil, -s  schoolbag, -s  scissors  table, -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 numbers  from 1 to 10  **E2.4.S3.** Students will be able express quantities of things. | | **Contexts**  Advertisements  Cartoons  Illustrations  Picture Dictionaries  Posters  Probes/Realia  Songs  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Matching  Questions 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**  black  blue  brown  green  orange  pink  purple  red  white  yellow  **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**  Advertisements  Cartoons  Illustrations  Picture Dictionaries  Posters  Probes/Realia  Songs  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Matching  Making Puppets  Questions 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** | | | | | | | | |
|  | | | | | | | | | |
| **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**  Advertisements  Cartoons  Illustrations  Posters  Probes/Realia  Songs<https://www.ingilizceciyiz.com/>  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Matching  Making Puppets  Questions 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, -s  eye, -s  finger, -s  hand, -s  head, -s  knee, -s  mouth, -s  nose, -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**  Advertisements  Cartoons  Illustrations  Posters  Probes/Realia  Songs  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Making Puppets  Matching  Questions 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 / Captions  Cartoons / Conversations  Fables / Illustrations  Songs / Stories / Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games / Labeling / Matching  Making Puppets  Questions and Answers | |
| **APRIL** | 03-07 | 2 |
| 10-14 | 2 |  |
| **17-20 Nisan Ara Tatil** | | | | | | | | |
| 24-28 | 2 | **8- Pets** | bird, -s  cat, -s  dog, -s  rabbit, -s  turtle, -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. | |
|  | | | | | | | | | |
| **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,-s  banana, -s  grapefruit, -s  grape, -s  melon, -s  orange,-s  peach, -es  lemon, -s  watermelon, -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**  Advertisements  Conversations  Coupons  Fairy tales  Illustrations  Instructions  Lists  Menus  Probes/Realia  Songs  Tables  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Making puppets  Matching  Questions 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, -s  cow, -s  donkey, -s  duck, -s  elephant, -s  goat, -s  horse, -s  lion, -s  monkey, -s  snake, -s  spider, -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 / Captions  Cartoons / Conversations  Fables / Illustrations  Poems / Posters  Songs / Stories  Tables / Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Matching  Making Puppets  Questions 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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