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| **2022-2023 EĞİTİM-ÖĞRETİM YILI ……………… İLKOKULU 4. 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** | | **Evaluation** |
| **SEPTEMBER** | 12-16 | 2 | **1- Classroom Rules** | **Asking for permission**  Can/May I come in/go out?  — Yes, you can.  — Sure/Of course.  — Sorry, not right now.  **Making simple requests**  Give me the book, please.  — Sure/Of course.  — Here you are.  — Say that again, please.  **Telling someone what to do**  Be quiet, please.  Clean/Look at the board, please.  Go back your place, please.  Open the window, please.  Open/close the door, please.  Please come in. The pencil, please.  **Naming numbers**  Numbers from 1 to 50.  eraser,-s  join  leave  pencil case, -s  pencil sharpener, -s  ruler, -s  stay  take  turn on/off | **Listening**  **E4.1.L1.** Students will be able to understand short and clear utterances about requests.  **E4.1.L2.** Students will be able to understand short and clear utterances about permission.  **E4.1.L3.** Students will be able to recognize simple classroom instructions.  **E4.1.L4.** Students will be able to recognize numbers from one to fifty.  **Speaking**  **E4.1.S1.** Students will be able to interact with their classmates through asking for and giving permission in short utterances.  **E4.1.S2.** Students will be able to make requests by using simple utterances.  **E4.1.S3.** Students will be able to give and respond to simple instructions verbally.  **E4.1.S4.** Students will be able to count up to fifty. | | **Contexts**  Captions  Cartoons  Conversations  Illustrations  Instructions  Lists  Notes and Messages  Posters  Signs  Songs  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Making Puppets  Matching  Questions and Answers  **Assignments**  • Students prepare a visual dictionary by including new vocabulary items.    • Students prepare simple puppets and practise how to ask for and give permission.  • Students prepare a poster of classroom rules with a list of simple instructions and visuals. | |  |
| 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** | | **Evaluation** |
| **OCTOBER** | 10-14 | 2 | **2- Nationality** | **Identifying countries and nationalities**  — Maybe.  Is s/he from Germany?  — I think so.  Where are you from?  — I am from Turkey.  Where is she from?  — S/he is from Pakistan.  Are you British?  — No, I am not.  Is s/he Russian?  — Yes, s/he is.  — No, s/he isn’t.  — I think so.  **Talking about locations of cities**  **(Making simple inquiries)**  Where is Samsun?  — It’s in the north.  Where is Antalya?  — It’s in the south.  Where is Van?  — It’s in the east.  Where is İzmir?  — It’s in the west.  America/American  Britain/British  Germany/German  Iran/Iranian  Iraq/Iraqi  Japan/Japanese  Pakistan/Pakistani  Russia/Russian  Turkey/Turkish  north/south/east/west | **Listening**  **E4.2.L1.** Students will be able to recognize information about other people.  **E4.2.L2**. Students will be able to identify different people’s nationalities.  **Speaking**  **E4.2.S1.** Students will be able to talk about nations and nationalities.  **E4.2.S2.** Students will be able to talk about locations of cities. | | **Contexts**  Captions  Cartoons  Charts  Conversations  Illustrations  Instructions  Lists  Maps  Postcards  Posters  Rhymes  Songs  Tables  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Making Puppets  Matching  Questions and Answers  Storytelling  **Assignments**  • Students prepare finger puppets (of different nationalities) and practise short dialogues aboutcountries and nationalities. | |  |
| 17-21 | 2 |
| 24-28 | 2 |
| 31-04 Nov |
|  | | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** |
| **NOVEMBER** | 07-11 | 2 | **3- Cartoon Characters** | **Expressing ability and inability**  Can you play the piano?  Can s/he jump?  —Yes, s/he can./No, s/he can’t.  Can you speak English?  —Yes, I can.  S/he can ride a bike, but I cannot/can’t.  S/he can swim.  I can read books in English.  My hero can/can’t ...  Your cartoon character can/can’t ...  **Talking about possessions**  **(Making simple inquiries)**  This is her/his/my/your guitar.  These are his/her/my/your books. Is this his/her/my/your …?  Are these his/her/my/your …?  Whose bike is this?  This is my/his/Ahmet’s bike.  catch  climb a tree  dive  do puzzles  drive  jump  fly  play ...  ... the guitar/the piano, etc.  ride a horse  speak  take pictures | **Listening**  **E4.3.L1**. Students will be able to get the main idea of a simple oral text about the abilities of the self and others.  **E4.3.L2.** Students will be able to recognize possessions of others in a clear, short and slow oral text.  **Speaking**  **E4.3.S1.** Students will be able to talk about their own and others’ possessions. **E4.3.S2.** Students will be able to deliver a simple, brief speech about abilities with an initial preparation. | | **Contexts**  Captions  Cartoons  Charts  Conversations  Illustrations  Notices  Posters  Probes/Realia  Rhymes  Songs  Stories  Tables  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Matching  Making Puppets  Questions and Answers  Storytelling  **Assignments**  • Students keep expanding their visual dictionary by including new vocabulary items.  •Students make puppets of heroes they prefer, describe their abilities and present them in groups. | |  |
| 14 – 18 Kasım Ara Tatil | |
| 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** | | **Evaluation** |
| **DECEMBER** | 05-09 | 2 | **4- Free Time** | **Expressing likes and dislikes**  I like reading/swimming.  I dislike playing chess/ singing.  **Making simple inquiries**  Do you like dancing?  — Yes, I do.  Do you like watching cartoons?  — No, I don’t.  **Asking for clarification**  Can you say that again, please?  Pardon me?  Say that again, please.  Slowly, please.  coloring book, -s  drawing  flying a kite  playing ...  ... with marbles  ... chess  ... table tennis  …football  reading comics  riding a bike  watching cartoons  swimming  learning English | **Listening E4.4.L1.** Students will be able to understand the general information in an oral text about likes and dislikes.  **Speaking E4.4.S1.** Students will be able to talk about their likes and dislikes. **E4.4.S2.** Students will be able to engage in simple conversations about likes and dislikes.  **E4.4.S3.** Students will be able to ask for clarification in conversations.  <https://www.ingilizceciyiz.com/> | | **Contexts**  Captions  Cartoons  Charts  Conversations  Illustrations  Notices  Posters  Rhymes  Songs  Stories  Tables  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Making Puppet  Matching  Questions and Answers  **Assignments**  • Students keep expanding their visual dictionary by including new vocabulary items.  • Students prepare a questionnaire (find someone who...) to find out what other peers like and dislike.  • Students prepare a chart illustrating their most popular free-time activities and hobbies in the classroom. | |  |
| 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** | | **Evaluation** |
| **JANUARY** | 02-06 | 2 | **5- My Day** | **Talking about daily routines**  I wake up in the morning.  I have breakfast with my mother and brother on Sundays.  I meet my friends at school.  I go to the playground in the afternoon. I go shopping with my mom on Saturdays.  I do my homework.  I go to bed at night.  **Making simple inquiries**  What do you do at noon?  —I have lunch at school.  What do you do in the afternoon?  —I watch TV at home.  **Telling the time and days**  What time is it?  days of the week  at noon/night  in the morning/afternoon  —It’s 7 o’clock/12 o’clock/3 o’clock.  do homework  get dressed  go ...  ... shopping  ... to the playground  ... to bed  … to school  have ...  ... a shower  ... breakfast/lunch/dinner  meet friends  wake up  wash | **Listening**  **E4.5.L1.** Students will be able to understand the general and specific information in a short, oral text about daily routines.  **E4.5.L2**. Students will be able to recognize the time in a short oral text.  **Speaking**  **E4.5.S1**. Students will be able to talk about their daily routines.  **E4.5.S2.** Students will be able to talk about the time. | | **Contexts**  Advertisements  Captions  Cartoons  Charts  Conversations  Fairy tales  Illustrations  Lists  Notes and Messages  Poems  Postcards  Posters  Probes/Realia  Rhymes Songs  Tables  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Making Puppets  Matching  Questions and Answers  Reordering  Storytelling  **Assignments**  • Students prepare a timetable showing what they do during the day and present their daily routines to their peers.  • Students prepare a clock as a craft activity to practice time and numbers. | |  |
| 09-13 | 2 |
| 16-20 | 2 |
|  |
| **23 Ocak 03 Şubat Yarıyıl Tatili** | | | | | | | | | |
| **FEBRUARY** | 06-10 | 2 | **6- Fun with Science** | **Giving and responding to simpleinstructions**  Plant it. Water it. Cut the paper.  Don’t cut it now!  Fold it.  Mix black and white, and you get gray.  **Making simple inquiries**  What is “science” in Turkish?  What is “cover”?  What is in the cup?  **Talking about locations**  Where is the brush?  —It’s in front of the bottle.  —Behind the box.  —Near that glass.  box, -es  brush, -es cover, -s  cup, -s  cut,  experiment, -s  fold  freeze  melt  mix  plant,  science  scientist, -s  shake  water | | **Listening E4.6.L1.** Students will be able to understand and follow simple instructions. **E4.6.L2.** Students will be able to recognize phrases/descriptions about locations.  **Speaking E4.6.S1.** Students will be able to give short and basic instructions.  **E4.6.S2.** Students will be able to talk about locations of objects. **E4.6.S3.** Students will be able to ask and answer simple clarification questions. | | **Contexts**  Captions  Cartoons  Charts  Conversations  Illustrations  Instructions  Lists  Poems  Posters  Probes/Realia  Rhymes  Songs  Tables  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Matching  Questions and Answers  Reordering  **Assignments**  • Students keep expanding their visual dictionary by including new vocabulary items.  • Students prepare a poster illustrating the steps of an experiment with simple instructions. |  |
| 13-17 | 2 |
| 20-14 | 2 |
| 27 February-3 March | 2 |
|  | | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **MARCH** | 06-10 | 2 | **7- Jobs** | **Describing what people do and expressing what people like**  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 s/he do? What does s/he like?  —She’s a teacher, and she likes teaching children.  **Making inquiries**  Where does s/he work?  —at the post office.  —at the police station.  actor, -s /actress, -es  businessman, -men  chef, -s  dancer, -s  doctor, -s  farmer, -s  fireman, -men  nurse, -s  pilot, -s  policeman, -men  policewoman, -women  singer, -s  teacher, -s  vet, -s  waiter, -s  writer, -s | | **Listening E4.7.L1.** Students will be able to identify other people’s jobs and likes in a short, simple oral text.  **Speaking E4.7.S1.** Students will be able to talk about other people’s jobs and likes in simple conversations. | | **Contexts**  Advertisements  Captions  Cartoons  Charts  Conversations  Illustrations  Lists  Podcasts  Posters  Probes/Realia  Rhymes  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  Storytelling  **Assignments**  • Students keep expanding their visual dictionary by including new vocabulary items.  • Students prepare a poster about people’s jobs and where they work.  • Students prepare a poster (with photos and drawings) about their parents and their jobs. |  |
| 13-17 | 2 |
| 20-24 | 2 |
|  | | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **MARCH** | 27-31 | 2 | **8- My Clothes** | **Describing the weather (Expressing basic needs)**  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. Put on/wear your gloves.  **Making simple requests**  Can I borrow your umbrella?  —Here you are.  —No. Sorry, it’s broken.  **Naming the seasons of the year**  It is …  autumn/fall  spring  summer  winter | | **Listening**  **E4.8.L1.** Students will be able to understand short oral texts about weather conditions and clothing.  **E4.8.L2.** Students will be able to recognize the names of the seasons and clothes in short oral texts.  **Speaking**  **E4.8.S1.** Students will be able to describe the weather conditions.  **E4.8.S2.** Students will be able to name the seasons.  **E4.8.S3.** Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations.  **E4.8.S4.** Students will be able to make simple request about borrowing. | | **Contexts**  Advertisements / Captions  Cartoons / Charts  Conversations / Illustrations  Lists / Notes and Messages  Poems / Postcards  Posters / Rhymes  Signs / Songs  Stories / 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  Reordering / Storytelling |  |
| **APRIL** | 03-07 | 2 |
| 10-14 | 2 |  |  |
| **17 – 20 Nisan Ara Tatil** | | | | | | | | |
| 24-28 | 2 |  | boot, -s  dress, -es  glove, -s  hat, -s  jeans  shoe, -s  skirt, -s  sock, -s  sunglasses  trousers  borrow  put on  wear | | <https://www.ingilizceciyiz.com/> | | **Assignments**  • Students prepare a seasonal weather chart/ table and classify the clothes they wear under the corresponding seasons.  • Students make puppets with seasonal clothes and describe them to the peers. |  |
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| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **MAY** | 01 – 05 May | 2 | **9- My Friends** | **Describing people (Making simple inquiries)**  Does s/he have blonde hair? What does s/he look like? She is tall and slim. He is young and thin. He has dark hair. She is short and has a blue headscarf.  **Talking about possessions**  I have brown hair. S/he has brown eyes. He has curly hair and a moustache. My/your hair is short. Her/his legs are very long.  bald  beard  beautiful  blonde  curly/dark/straight/wavy/short/long hair handsome  headscarf  moustache  short/tall  slim  thin  young/middle aged/old | | **Listening E4.9.L1.** Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). **E4.9.L2.** Students will be able to understand short oral texts about possessions.  **Speaking** **E4.9.S1.** Students will be able to describe their friends and other people (family members, teachers, etc.). **E4.9.S2.** Students will be able to ask and answer questions about other people’s physical characteristics. **E4.9.S3.** Students will be able to talk about possessions. | | **Contexts**  Advertisements  Captions  Cartoons  Charts  Conversations  Illustrations  Lists  Poems  Posters  Probes/Realia  Rhymes  Songs  Stories  Tables  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Labeling  Making Puppets  Matching  Questions and Answers  Storytelling  Synonyms and Antonyms  **Assignments**  • Students prepare a poster about a friend or a family member and describe him/her by using simple phrases.  • Students work in pairs. One student describes his/her favorite actor/singer (e.g., Her/his hair is curly. S/he is tall and thin.) and the other student draws a picture based on the description. |  |
| 08-12 | 2 |
| 15-19 | 2 |
|  | | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **JUNE** | 22 May-26 | 2 | **10- Food and Drinks** | **Making offers**  Do you want a sandwich?  Want a sandwich?  Would you like a sandwich?  —No, thanks. I’m full.  —Yes, please.  What/How about an apple?  —Not now, thanks.  —No, thanks, maybe later.  **Expressing basic needs and feelings**  **(Making simple inquiries)**  I want some milk, please. Are you hungry?  —Yes, I am, and I want some ..., please.  —No, I’m not hungry.  —Yes, I feel hungry.  Is s/he thirsty?  —Yes, s/he is. / No, s/he isn’t.  bread / butter  cheese / coffee  cupcake, -s  fish and chips  honey  lemonade / marmalade  milk / olive, -s  pasta / salad  soup / tea  yoghurt  now/later | | **Listening**  **E4.10.L1.** Students will be able to recognize simple words and phrases about food and drinks.  **E4.10.L2.** Students will be able to understand the offers about their basic needs.  **E4.10.L3.** Students will be able to identify others’ needs and feelings in simple oral texts.  **Speaking**  **E4.10.S1.** Students will be able to talk about their basic needs and feelings.  **E4.10.S2.** Students will be able to express others’ feelings and their needs.  <https://www.ingilizceciyiz.com/> | | **Contexts**  Advertisements / Captions  Cartoons / Conversations  Coupons / Illustrations  Lists / Menus  Posters  Probes/Realia  Rhymes / Signs  Songs / Stories  Tables / Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games / Labeling  Matching  Questions and Answers  Storytelling  **Assignments**  • Students complete and reflect on their visual dictionaries.  • Students design a menu for an imaginary  restaurant by using drawings and visuals. |  |
| 29 May-02 | 2 |
| 05-09 | 2 |  |  |
| 12-16 | 2 |  |  |

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İngilizce Öğretmeni İngilizce Öğretmeni

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