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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,-sjoinleavepencil case, -spencil sharpener, -sruler, -sstaytaketurn 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**CaptionsCartoonsConversationsIllustrationsInstructionsListsNotes and MessagesPostersSignsSongsVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesMaking PuppetsMatchingQuestions 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/AmericanBritain/BritishGermany/GermanIran/IranianIraq/IraqiJapan/JapanesePakistan/PakistaniRussia/RussianTurkey/Turkishnorth/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**CaptionsCartoonsChartsConversationsIllustrationsInstructionsListsMapsPostcardsPostersRhymesSongsTables**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMaking PuppetsMatchingQuestions and AnswersStorytelling**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.catchclimb a treedivedo puzzlesdrivejumpflyplay ...... the guitar/the piano, etc.ride a horsespeaktake 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 recognizepossessions of others in a clear, short and slow oral text.**Speaking****E4.3.S1.** Students will be able to talk about theirown and others’ possessions.**E4.3.S2.** Students will be able to deliver a simple, brief speech about abilities with an initial preparation. | **Contexts** CaptionsCartoonsChartsConversationsIllustrationsNoticesPostersProbes/RealiaRhymesSongsStoriesTablesVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesMatchingMaking PuppetsQuestions and AnswersStorytelling**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, -sdrawingflying a kiteplaying ...... with marbles... chess... table tennis…footballreading comicsriding a bikewatching cartoonsswimminglearning English | **ListeningE4.4.L1.** Students will be able to understand thegeneral information in an oral text about likes anddislikes.**SpeakingE4.4.S1.** Students will be able to talk about their likes and dislikes.**E4.4.S2.** Students will be able to engage in simpleconversations about likes and dislikes. **E4.4.S3.** Students will be able to ask for clarification in conversations.<https://www.ingilizceciyiz.com/>  | **Contexts**CaptionsCartoonsChartsConversationsIllustrationsNoticesPostersRhymesSongsStoriesTablesVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMaking PuppetMatchingQuestions 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/nightin the morning/afternoon—It’s 7 o’clock/12 o’clock/3 o’clock.do homeworkget dressedgo ...... shopping... to the playground... to bed… to schoolhave ...... a shower... breakfast/lunch/dinnermeet friendswake upwash | **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**AdvertisementsCaptionsCartoonsChartsConversationsFairy talesIllustrationsListsNotes and MessagesPoemsPostcardsPostersProbes/RealiaRhymes SongsTablesVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesMaking PuppetsMatchingQuestions and AnswersReorderingStorytelling **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, -esbrush, -es cover, -scup, -scut,experiment, -sfoldfreezemeltmixplant,sciencescientist, -sshakewater | **ListeningE4.6.L1.** Students will be able to understand and follow simple instructions.**E4.6.L2.** Students will be able to recognizephrases/descriptions about locations.**SpeakingE4.6.S1.** Students will be able to give short and basic instructions.**E4.6.S2.** Students will be able to talk aboutlocations of objects.**E4.6.S3.** Students will be able to ask and answersimple clarification questions. | **Contexts** CaptionsCartoonsChartsConversationsIllustrationsInstructionsListsPoemsPostersProbes/RealiaRhymesSongsTablesVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMatchingQuestions and AnswersReordering**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, -esbusinessman, -menchef, -sdancer, -sdoctor, -sfarmer, -sfireman, -mennurse, -spilot, -spoliceman, -menpolicewoman, -womensinger, -steacher, -svet, -swaiter, -swriter, -s | **ListeningE4.7.L1.** Students will be able to identify otherpeople’s jobs and likes in a short, simple oraltext.**SpeakingE4.7.S1.** Students will be able to talk about otherpeople’s jobs and likes in simple conversations. | **Contexts**AdvertisementsCaptionsCartoonsChartsConversationsIllustrationsListsPodcastsPostersProbes/RealiaRhymesSongsStoriesVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMatchingMaking PuppetsQuestions and AnswersStorytelling**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 / CaptionsCartoons / ChartsConversations / IllustrationsLists / Notes and MessagesPoems / PostcardsPosters / RhymesSigns / SongsStories / Tables / Videos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGames / LabelingMaking PuppetsMatching / Questions and AnswersReordering / Storytelling |  |
| **APRIL** | 03-07 | 2 |
| 10-14 | 2 |  |  |
| **17 – 20 Nisan Ara Tatil** |
| 24-28 | 2 |  | boot, -sdress, -esglove, -shat, -sjeansshoe, -sskirt, -ssock, -ssunglassestrousersborrowput onwear | <https://www.ingilizceciyiz.com/>  | **Assignments**• Students prepare a seasonal weatherchart/ table and classify the clothes theywear under the corresponding seasons. • Students make puppets with seasonalclothes 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.baldbeardbeautifulblondecurly/dark/straight/wavy/short/long hair handsomeheadscarfmoustacheshort/tallslimthin young/middle aged/old | **ListeningE4.9.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**AdvertisementsCaptionsCartoonsChartsConversationsIllustrationsListsPoemsPostersProbes/RealiaRhymesSongsStoriesTablesVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringLabelingMaking PuppetsMatchingQuestions and AnswersStorytellingSynonyms 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 / buttercheese / coffeecupcake, -sfish and chipshoneylemonade / marmalademilk / olive, -spasta / saladsoup / teayoghurtnow/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 / CaptionsCartoons / ConversationsCoupons / IllustrationsLists / MenusPostersProbes/RealiaRhymes / SignsSongs / StoriesTables / Videos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGames / LabelingMatchingQuestions and AnswersStorytelling**Assignments**• Students complete and reflect on their visual dictionaries.• Students design a menu for an imaginaryrestaurant 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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