**KARKUCAK ORTAOKULU 2020-2021 EĞİTİM-ÖĞRETİM YILI**

**5. SINIFLAR ÜNİTELENDİRİLMİŞ İNGİLİZCE YILLIK DERS PLANI (1. DÖNEM)**

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| **TIME** | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 21– 25September | 1 | 3 | **Greeting and meeting people**Nice/Glad to meet you.Nice meeting you.Me, too.My pleasure.**Expressing likes and dislikes**What is/are your favorite class(es)?—My favorite class(es) is/are …—I like English and maths.I don’t like/dislike/hate…**Making simple inquiries**Where do you study?—I study at Atatürk Secondary School.How many languages do you speak?—One. I speak Chinese.—Two. I speak English and German.artsprimary/elementary/secondary schoolgeographyhistorylanguage class/coursemath(s)musicphysical educationsciencesocial studies | **Listening**E5.1.L1. Students will be able to understand simple personal information.**Speaking**E5.1.S1. Students will be able to introduce themselves and meet other people.E5.1.S2. Students will be able to exchange simple personal information.**Reading**E5.1.R1. Students will be able to read and understand picture stories, conversations and cartoons about personal information.E5.1.R2. Students will be able to read and understand timetable for their lessons. | **1 - Hello!** | **Contexts**AdvertisementsCaptions / CartoonsConversations / CouponsIllustrationsLists / MenusPostersProbes/RealiaRhymesSignsSongsStoriesTablesVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMaking puppetsMatchingQuestions and AnswersStorytelling**Assignments**• Students prepare a visual dictionary by including new vocabulary items.• Students prepare a timetable showing their class schedule. |  |
| 28 September – 2 October | 2 | 3 |
| 5 – 9October | 3 | 3 |

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| **TIME** | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 12 – 16October | 4 | 3 | **Asking for and giving directions****(Making simple inquiries)**Excuse me, how can I get to the citycenter?—Go (straight) ahead and turn left onUçarlı Street.—Thanks.Excuse me, where is the bus station?—It’s on Papatya Street.**Talking about locations of things and****people**Where are you?—I am at the library.—Library?—Yes, the library.around/next to/opposite ......the barber shop...the bank...the library...the mosque...the butcher...the grocery...the pharmacy...the bookshop...the toyshop...the bakery...the pool...the cinema/theater/museumbetween ......the shop and the bus stop | **Listening**E5.2.L1. Students will be able to understand simple directions to get from one place to another.E5.2.L2. Students will be able to recognize the use of rising intonation to ask for clarification.**Speaking**E5.2.S1. Students will be able to talk aboutthe locations of things and people in simple conversations.E5.2.S2. Students will be able to give directionsin a simple way.**Reading**E5.2.R1. Students will be able to understand information about important places. | **2 - My town** | **Contexts**AdvertisementsCaptionsCartoonsConversationsInstructionsMapsNotes and MessagesPodcastsPostcardsPostersSignsTables / Videos**Tasks/Activities**Arts and CraftsDrawing and ColoringDrama (Role Play, Simulation, Pantomime)GamesLabelingMaking puppetsMatchingQuestions and Answers**Assignments**• Students keep expanding their visual dictionary by including new vocabulary items.• Students draw a map of their neighborhood and give directions of different places to their peers in groups. | **29th October****Republic Day**(29 Ekim Cumhuriyet Bayramı) |
| 19 – 23 October | 5 | 3 |
| 26 – 30October | 6 | 3 |

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| **TIME** | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 2 – 6November | 7 | 3 | **Describing what people do regularly**Do you play computer games?—No, I don’t. I go fishing.What are your hobbies?—Playing chess and tennis.Expressing ability and inabilityCan you play checkers?—No, but I can play chess.Can your sister/brother play chess?—Yes, s/he can.—No, but s/he can play checkers.**Expressing likes and dislikes**Yin lives in Beijing and he likes playing blind man’s buff.Julio lives in Madrid and he likes playing football.Hans and Yuka don’t like hopscotch.blind man’s buffcampingcheckersChinese whispersdodge ballfishinghangmanhikinghopscotchloseorigamisculptingwin | **Listening**E5.3.L1. Students will be able to understand simple, oral texts about hobbies, likes/dislikes and abilities**.****Speaking**E5.3.S1. Students will be able to talk about hobbies, likes/dislikes and abilities in a simple way.E5.3.S2. Students will be able to give information about likes/dislikes, abilities and hobbies of others in a simple way.**Reading**E5.3.R1. Students will be able to follow a simple story with visual aids.. | **3 - Games and Hobbies** | **Contexts**AdvertisementsCaptions / CartoonsChartsConversationsIllustrationsNotes and MessagesPoemsPostcards / PostersRhymesSongs / StoriesTables / Videos**Tasks/Activities**CompetitionsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesInformation transferLabelingMatchingReorderingStorytellingTrue/False/No information**Assignments**• Students keep expanding their visual dictionary by including new vocabulary items.• Students prepare a poster to show their hobbies / games. | **10th November,****The anniversary of Atatürk’s passing away**(10 Kasım Atatürk’ü Anma Günü ve Atatürk Haftası) |
| 9 – 13November | 8 | 3 |
| 16 – 20 Nov**ARA TATİL** |
| 23 – 27 November | 9 | 3 |

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**5. SINIFLAR ÜNİTELENDİRİLMİŞ İNGİLİZCE YILLIK DERS PLANI (1. DÖNEM)**

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| **TIME** | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 30 November –4 December | 10 | 3 | **Describing what people do regularly****(Making simple inquiries)**What time does your little brother/sistergo to bed?—S/he goes to bed at half past ten.What time do you arrive at school?—We arrive at school at quarter past eight.When do you brush your teeth?—I brush my teeth in the morning and at night.—When do you watch TV?—I watch TV every evening.**Telling the time**What time is it?—It’s half past nine.—It’s quarter to eleven.**Naming numbers**Numbers from 1 to 100arrivebrush, -escallcomb, -sget out of bedget upgo onlineget on/off the busleavetalktoothbrush, -estoothpastesleep | **Listening**E5.4.L1. Students will be able to understand specific information in short, oral texts about daily routines.E5.4.L2. Students will be able to understand the time.**Speaking**E5.4.S1. Students will be able to talk about daily routines.E5.4.S2. Students will be able to use simple utterances to talk about daily routines of friends and family members.E5.4.S3. Students will be able to tell the time and numbers from 1 to 100.**Reading**E5.4.R1. Students will be able to understand short and simple written texts about daily routines. | **4 - My Daily Routine** | **Contexts**Advertisements / CaptionsCartoons / ChartsConversationsIllustrationsNotes and MessagesPoemsPostcards / PostersRhymesSongs / StoriesTables / Videos**Tasks/Activities**CompetitionsDrama (Role Play, Simulation, Pantomime)GamesInformation transferLabelingMaking puppetsMatchingReorderingStorytellingTrue/False/No information**Assignments**• Students prepare a poster about daily routines and present it in the classroom.• Students interview a friend/neighbor/parent/teacher, ask about his/her typical day and present it in the classroom. |  |
| 7 – 11December | 11 | 3 |
| 14 – 18 December | 12 | 3 |
| 21 – 25December | 13 | 3 |

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**5. SINIFLAR ÜNİTELENDİRİLMİŞ İNGİLİZCE YILLIK DERS PLANI (1. DÖNEM)**

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| **TIME** | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 28 December – 1 January | 14 | 3 | **Expressing illnesses, needs and****feelings**I feel cold.I have the flu.I have a fever.I have a toothache / headache / stomachache.S/he feels cold and tired.S/he needs pills.**Making simple suggestions****—**You should stay in bed.— Have a rest.—Stay in bed.—Visit a doctor.—Take your pills.backache / headache / toothache /stomachachecoldcoughdentistfaintfeverfluhave a pain/achehurtill/illnessmedicinepillsneezesore throatsyrupvitamin | **Listening**E5.5.L1. Students will be able to identify common illnesses and understand some of the suggestions made.E5.5.L2. Students will be able to understand simple suggestions concerning illnesses.**Speaking**E5.5.S1. Students will be able to name the common illnesses in a simple way.E5.5.S2. Students will be able to express basic needs and feelings about illnesses.**Reading**E5.5.R1. Students will be able to understand short and simple texts about illnesses, needs andfeelings | **5 - Health** | **Contexts**AdvertisementsCaptionsCartoonsChartsConversationsIllustrationsListsPostersProbes/RealiaRhymesSongsStoriesTablesVideos**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)GamesInformation transferLabelingMatchingQuestions and AnswersStorytellingTrue/False/No information**Assignments**• Students prepare a picture story about their feelings and needs when they are ill. They work in groups and exchange information about the picture story. |  |
| 3 – 8January | 15 | 3 |
| 10 – 15 January | 16 | 3 |
| 17 – 22January | 17 | 3 |
| 25 – 29 Jan1 – 5 Feb | **YARIYIL TATİLİ** |

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**5. SINIFLAR ÜNİTELENDİRİLMİŞ İNGİLİZCE YILLIK DERS PLANI (2. DÖNEM)**

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| **TIME** | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 8 – 12February | 18 | 3 | **Describing characters/people**Superman is very strong/brave/...Expressing likes and dislikesI don’t like/dislike/hate horror movies.Making simple inquiriesWhat is the movie about?It’s about friends/war/love/…Stating personal opinionsI think Superman is brave.What’s your favorite film?—Ice Age.—I like Spirited Away.**Telling the time**What time is the movie?—It’s at seven o’clock.—It’s at half past four.brave / beautifulboringexcitingevilfilm types: action, animation, cartoon, comedy, horror, etc.friendlyfrighteningfunnyhelpfulhonestlovesavestrongtravelugly | **Listening**E5.6.L1. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types.**Speaking**E5.6.S1. Students will be able to talk about people’s likes and dislikes concerning movies and movie characters.E5.6.S2. Students will be able to use simple utterances to state personal opinions about movies and movie characters.E5.6.S3. Students will be able to state the time of an event.**Reading**E5.6.R1. Students will be able to understand phrases and simple sentences on posters and advertisements about movies and movie characters. | **6 - Movies** | **Contexts**AdvertisementsCartoons / ConversationsFairy talesIllustrations / PostersQuestionnaireSigns / StoriesTables / Videos**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)GamesInformation transferLabelingMaking PuppetsMatchingReorderingQuestions and AnswersStorytellingTrue/False/No information**Assignments**• Students keep expanding their visual dictionary by including new vocabulary items.• Students prepare a film poster and describe it to the peers in groups.• In groups, students make a survey to find out the favorite movies of their peers. |  |
| 15 – 19February | 19 | 3 |
| 22 – 26 February | 20 | 3 |

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**5. SINIFLAR ÜNİTELENDİRİLMİŞ İNGİLİZCE YILLIK DERS PLANI (2. DÖNEM)**

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| **TIME** | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 1 – 5March | 21 | 3 | **Asking for permission**Mom, can I have a birthday party?—Sure/For sure.Expressing and responding to thanksThis is lovely, thanks./Thank you very much.—You’re (most) welcome.**Greeting and meeting people****—**Welcome!—Nice to see you!—Nice to have you here!—OK, see you (later)!—Take (good) care!**Expressing obligation**I must go to the birthday party. You must prepare a shopping list.**Telling the days and dates**When’s your birthday?—My birthday is in May.—My birthday is on Saturday.balloon, -sbirthday, -sbuycakehave/throw a partycandle, -sdeliciousexcitingmonths of the yearpresent, -s/gift, -s | **Listening**E5.7.L1. Students will be able to understand simple requests for permission and their responses.**Speaking**E5.7.S1. Students will be able to ask for permission and give response in a simple way.E5.7.S2. Students will be able to use basic greeting and leave-taking expressions.E5.7.S3. Students will be able to use utterances to express obligation.E5.7.S4. Students will be able to state the date of an event.E5.7.S5. Students will be able to express and respond to thanks.**Reading**E5.7.R1. Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards. | **7 - Party Time** | **Contexts**AdvertisementsCartoonsConversations / CouponsIllustrationsLists / MenusPostcards / PostersRhymes / StoriesTables / Videos**Tasks/Activities**Chants and SongsDrama (Role Play, Simulation, Pantomime)GamesInformation transferLabelingMatchingReorderingQuestions and AnswersStorytellingTrue/False/No information**Assignments**• Students prepare a birthday celebration card for a friend.• Students prepare a calendar in English marking birthdays of their family members and friends.• Students prepare a shopping list for a birthday party. | **18th March The Remembrance of Çanakkale Martyrs** (18 Mart Şehitleri Anma Günü ve Çanakkale Zaferi) |
| 8 – 12March | 22 | 3 |
| 15 – 19 March | 23 | 3 |
| 22 – 26March | 24 | 3 |

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**5. SINIFLAR ÜNİTELENDİRİLMİŞ İNGİLİZCE YILLIK DERS PLANI (2. DÖNEM)**

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| --- | --- | --- | --- | --- | --- |
| **TIME** | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 29 March – 2 April | 25 | 3 | **Making simple inquiries**Can you ride a bicycle?—Yes, I can.—No, I can’t, but s/he can.What is your favorite exercise?What are your favorite sports?Which exercise/sports do you like?—Cycling.—I like jogging.**Asking for clarification**Sorry, can/could you repeat that, please?**Making/accepting/refusing simple****suggestions**Let’s go hiking!—OK/That sounds great./That’s a good idea.How about jogging?—Sorry. I can’t now. I must study.—No. I am too tired.—Well, sorry but I must…activitycamping / cycling(do) exercisefitnessfishing / hikingjoggingrunningtrekkingwork out | **Listening**E5.8.L1. Students will be able to understand simple oral texts about sports activities.E5.8.L2. Students will be able to understand suggestions made for a limited number of activities.**Speaking**E5.8.S1. Students will be able to make suggestions for a limited number of activities.E5.8.S2. Students will be able to accept or refuse suggestions in a simple way.E5.8.S3. Students will be able to give simple personal information.E5.8.S4. Students will be able to ask for clarification by asking the speaker to repeat what has been said.**Reading**E5.8.R1. Students will be able to understand simple texts about sports activities | **8 - Fitness** | **Contexts**AdvertisementsCartoonsConversationsCouponsIllustrationsListsMenusPostcardsPostersRhymesStoriesTablesVideos**Tasks/Activities**Arts and CraftsDrama (Role Play, Simulation, Pantomime)GamesInformation transferMatchingReorderingQuestions and AnswersStorytellingTrue/False/No information**Assignments****•** Students keep expanding their visual dictionary by including new vocabulary items. | **23rd April National Sovereignty and Children’s Day**(23 Nisan Ulusal Egemenlik ve Çocuk Bayramı) |
| 4 – 9April | 26 | 3 |
| 11 – 15 April**ARA TATİL** |
| 18 – 23 April | 27 | 3 |
| 25 – 30April | 28 | 3 |

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| **TIME** | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 3 – 7May | 29 | 3 | **Asking for permission****(Making simple inquiries)**Can we adopt/get an animal?Can I feed the birds?—Of course you can.—That’s not a good idea.—Not right now.**Describing what people/animals are****doing now**What is/are ...doing?—The cat is climbing the tree.—The boy is feeding the birds.—The vet is examining the rabbit.—The puppies are playing.adopt/get an animalbarkclaw, -sexaminefeedhelpkitten, -spuppy, -iessavesleeptail, -svet (veterinary)now/right now/at the moment | **Listening**E5.9.L1. Students will be able to understand descriptions of what people/animals are doing at the moment.**Speaking**E5.9.S1. Students will be able to talk about what people/animals are doing at the moment.E5.9.S2. Students will be able to ask for permission.E5.9.S3. Students will be able to use simple utterances to describe what other people are doing at the moment.**Reading**E5.9.R1. Students will be able to understand short and simple texts about what people/animalsare doing at the moment**.** | **9 - The Animal Shelter** | **Contexts**AdvertisementsCaptions / CartoonsChartsConversationsFable / IllustrationsNotes and MessagesPostersStories / Videos**Tasks/Activities**Chants and SongsDrama(Role Play, Simulation, Pantomime)GamesInformation transferLabelingMatchingQuestions and AnswersStorytellingTrue/False/No Information**Assignments****•** Students mime animals in front of the classroom, and the rest guess the actions performed by the students.• Students prepare posters about how to help animals in their neighborhoods**.** | **19th May Youth and Sports Day**(19 Mayıs Atatürk’ü Anma Gençlik ve SporBayramı) |
| 10 – 14May | 30 | 3 |
| 17 – 21 May | 31 | 3 |
| 24 – 28May | 32 | 3 |

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| **TIME** | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 31 May – 4 June | 33 | 3 | **Describing general events and****repeated actions****(Making simple inquiries)**How does Ayşe celebrate Ramadan?—She visits her relatives.Children dance and sing on Children’sDay in Turkey.Chinese wear colorful clothes inChinese New Year.**Naming numbers****numbers 100, 200, …, 1000**Children’s DayChinese New YearEidRamadanIndependence Day | **Listening**E5.10.L1. Students will be able to understand simple texts about festivals around the world.E5.10.L2. Students will be able to identify numbers from 100 to 1000.**Speaking**E5.10.S1. Students will be able to describe the events in a festival in a simple way.E5.10.S2. Students will be able to tell numbersfrom 100 to 1000.**Reading**E5.10.R1. Students will be able to understandvisually supported short texts about festivals around the world | **10 - Festivals** | **Contexts**AdvertisementsCartoons / ChartsConversationsIllustrationsLists / MenusNoticesPostcards / PostersSongsTables / Videos**Tasks/Activities**Chants and SongsDrama (Role Play, Simulation, Pantomime)GamesInformation TransferMaking PuppetsMatchingQuestions and AnswersStorytellingTrue/False/No information**Assignments**• Students complete and reflect on their visual dictionaries.• In groups, students work to prepare a poster on one of these festivals. Then they present theirposter to their peers |  |
| 7 – 11June | 34 | 3 |
| 14 – 18 June | 35 | 3 |

 Ali AKDERE

 İngilizce Öğretmeni

 28.08.2020

Dursun GÜRGENCİ
 Okul Müdürü