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| **UNIT -1 HELLO** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **1. Week 06 –10 September 3 Hours** **2. Week 13 -17 September 3 Hours** **3.Week 20-24 September 3 Hours** **4. Week 27 Sep.-01 Oct.3 Hours** | Expressing likes and dislikesWhat is/are your favorite class(es)?—My favorite class(es) is/are …—I like English and maths.I don’t like/dislike/hate…Greeting and meeting peopleNice/Glad to meet you.Nice meeting you.—Me, too.—My pleasure.Making simple inquiriesWhere 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.Arts primary/elementary/secondary school geography, historylanguage class/coursemath(s)musicphysical educationscience social studies | **Listening****E5.1.L1.** Students will be able to understandsimple personal information.**Speaking****E5.1.S1.** Students will be able to introducethemselves and meet other people.**E5.1.S2.** Students will be able to exchangesimple personal information.**Reading****E5.1.R1.** Students will be able to read Picture stories, conversations and cartoons about personal information.**E5.1.R2.** Students will be able to read theirtimetable for their lessons. | **Contexts**Advertisements CaptionsCartoons , Conversations, Coupons , Illustrations Lists ,Menus, Posters , Probes/Realia, Rhymes, SignsSongs ,Stories ,Tables, Videos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGames, LabelingMaking puppets , MatchingQuestions and AnswersStorytelling**Assignments**• Students prepare a visual dictionary by includingnew vocabulary items.• Students prepare a timetable showing their classschedule. |

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| **Unit -2 My Town** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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|  **5. Week** **04-08 October3 Hours**  **6. Week** **11-15 October**  **3 Hours****7.Week** **18-22 October**  **3 Hours**  | Asking for and giving directions(Making simple inquiries)Excuse me, how can I get to the city center?—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 andpeopleWhere 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 grocery...the pharmacy | **Listening**E5.2.L1. Students will be able to understandsimple directions to get from one place toanother.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 directions in a simple way.**Reading**E5.2.R1. Students will be able to understandinformation about important places. | **Contexts**Advertisements, Captions ,CartoonsConversations, nstructions, Maps, Notes and Messages, Podcasts, Postcards, PostersSigns, Tables, Videos**Tasks/Activities**Arts and Crafts, Drawing and ColoringDrama (Role Play, Simulation, Pantomime)Games, Labeling, Making puppetsMatching, Questions and Answers **Assignments**• Students keep expanding their visual dictionaryby including new vocabulary items.• Students draw a map of their neighborhood andgive directions of different places to their peers in groups. |

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| **Unit -3 Games and Hobbies** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **8. Week** **25-29 October****3 Hours** *29th October**Atatürk, the founder of Turkish Republic***9.Week****01-05 November****3 Hours**  *First Exams* **10. Week 08-12 November**  **3 Hours***10th November,* *The anniversary of Atatürk’s passing away**15-19 November*  *FIRST BREAK* | Describing what people do regularlyDo 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 dislikesYin lives in Beijing and he likes playingblind man’s buff.Julio lives in Madrid and he likes playing football.Hans and Yuka don’t like hopscotch.blind man’s buffcampingcheckersChinese whispersdodge ball | **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. |  **Contexts**Advertisements, aptions, Cartoons, ChartsConversations, Illustrations, Notes and Messages, Poems, Postcards, PostersRhymes, Songs,Stories, Tables, Videos**Tasks/Activities**Competitions, Chants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and Coloring, GamesInformation transfer, Labeling, MatchingReordering, StorytellingTrue/False/No information**Assignments**• Students keep expanding their visual dictionaryby including new vocabulary items.• Students prepare a poster to show their hobbies/games. |

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| **Unit -4 My Daily Routine** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **11.Week 22-26 November 3 Hours***November 24th**Teachers’ Day***12. Week 29 Nov.-03 DEC.3 Hours****13. Week** **06-10 December** **3 Hours****14 Week 13-17 December**  **3 Hours** | 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 pasteight.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 timeWhat time is it?—It’s half past nine.—It’s quarter to eleven.Naming numbersNumbers from 1 to 100 | **Listening**E5.4.L1. Students will be able to understandspecific 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 simpleutterances 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 understandshort and simple written texts about dailyroutines. | **Contexts**Advertisements, Captions, CartoonsCharts, Conversations, IllustrationsNotes and Messages, PoemsPostcards, Posters, RhymesSongs, Stories, Tables, Videos**Tasks/Activities**Competitions, Drama (Role Play, Simulation, Pantomime), Games, nformation transferLabeling, Making puppets, MatchingReordering, StorytellingTrue/False/No information**Assignments**• Students prepare a poster about daily routinesand present it in the classroom.• Students interview a friend/neighbor/parent/teacher, ask about his/her typical day and present it in the classroom. |

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| **Unit -5 Health** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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|  **15.Week**  **20-24 December 3 Hours** **16.Week**  **27-31 December****3 Hours****17.Week**  **03-07 January****3 Hours****18.Week** **10-14 January** **3 Hours** *Second Exams***19.Week**  **17-21 January****3 Hours***24 Jan-04 Feb**SECOND BREAK* | Expressing illnesses, needs and feelingsI feel cold.I have the flu.I have a fever.I have atoothache/headache 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/stomachache, cold, coughdentist, faint, fever, fluhave a pain/ache, hurt, ill/illness | **Listening**E5.5.L1. Students will be able to identifycommon illnesses and understand some of the suggestions made.E5.5.L2. Students will be able to understandsimple suggestions concerning illnesses.**Speaking**E5.5.S1. Students will be able to name thecommon 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 understandshort and simple texts about illnesses, needs and feelings. | **Contexts**Advertisements, CaptionsCartoons, Charts, Conversations, llustrationsLists, Posters, Probes/Realia, RhymesSongs, Stories, Tables, Videos**Tasks/Activities**Drama (Role Play, Simulation, Pantomime), GamesInformation transfer, LabelingMatching, Questions and AnswersStorytelling, True/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 thepicture story. |

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| **Unit -6 Movies** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **20.Week**  **07-11 February****3 Hours****21.Week**  **14-18 February****3 Hours****22.Week**  **21-25 February****3 Hours****23.Week**  **28 Feb-04 Mar.****3 Hours** | Describing characters/peopleSuperman 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 timeWhat time is the movie?—It’s at seven o’clock.—It’s at half past four. | ListeningE5.6.L1. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types.SpeakingE5.6.S1. Students will be able to talk aboutpeople’s likes and dislikes concerning movies and movie characters.E5.6.S2. Students will be able to use simpleutterances to state personal opinions aboutmovies and movie characters.E5.6.S3. Students will be able to state the time of an event.ReadingE5.6.R1. Students will be able to understandphrases and simple sentences on postersand advertisements about movies and movie characters. | ContextsAdvertisements, Cartoons, ConversationsFairy tales, Illustrations, PostersTasks/ActivitiesDrama (Role Play, Simulation, Pantomime)GamesInformation transferLabelingMaking PuppetsMatchingReorderingAssignments• Students keep expanding their visual dictionaryby including new vocabulary items.• Students prepare a film poster and describe it to the peers in groups.find out the favorite movies of their peers. |

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| **Unit 7 - Party Times** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **24.Week**  **07-11 March****3 Hours****25.Week**  **14-18 March****3 Hours***18th March**The Remembrance of Çanakkale Martyrs* **26.Week**  **21-25 March** **3 Hours** | Asking for permissionMom, can I have a birthday party?—Sure/For sure.Expressing and responding to thanksThis is lovely, thanks./Thank you verymuch.—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 obligationI must go to the birthday party. You must prepare a shopping list.Telling the days and datesWhen’s your birthday?—My birthday is in May.—My birthday is on Saturday. | **Listening**E5.7.L1. Students will be able to understandsimple requests for permission and theirresponses.**Speaking**E5.7.S1. Students will be able to ask forpermission and give response in a simple way.E5.7.S2. Students will be able to use basicgreeting 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 understandshort texts with visual aids, such as cartoons, posters and birthday cards | **Contexts**Advertisements, Cartoons, Conversations Coupons, Illustrations, Lists, MenusPostcards, Posters, Rhymes, StoriesTables, Videos **Tasks/Activities**Chants and SongsDrama (Role Play, Simulation, Pantomime)Games, Information transferLabeling, MatchingReorderingQuestions and AnswersTrue/False/No information**Assignments**• Students prepare a birthday celebration card for a friend.• Students prepare a calendar in English markingbirthdays of their family members and friends. |

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| **Unit -8 Fitness** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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|  **27.Week**  **28 Mar.-01 Apr****3 Hours** *First Exams***28.Week**  **04-08 April** **3 Hours***23rd April**National Sovereignty and Children’s Day**11-15 April**THIRD BREAK* | Making simple inquiriesCan 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 clarificationSorry, can/could you repeat that,please?Making/accepting/refusing simplesuggestionsLet’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 | **Listening**E5.8.L1. Students will be able to understandsimple oral texts about sports activities.E5.8.L2. Students will be able to understandsuggestions made for a limited number of activities.**Speaking**E5.8.S1. Students will be able to makesuggestions 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 simplepersonal information.E5.8.S4. Students will be able to ask forclarification by asking the speaker to repeat what has been said.**Reading**E5.8.R1. Students will be able to understandsimple texts about sports activities. | **Contexts**Advertisements, Cartoons, ConversationsCoupons, Illustrations, Lists, MenusPostcards, Posters, Rhymes, StoriesTables, Videos**Tasks/Activities**Arts and CraftsDrama (Role Play, Simulation, Pantomime)GamesInformation transferMatchingReordering**Assignments**• Students keep expanding their visual dictionaryby including new vocabulary items |

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| **Unit -9 The Animal Shelter** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **29.Week**  **18-22 April****3 Hours** **30.Week**  **25-29 April** **3 Hours****31.Week**  **02-06 May** **3 Hours** **32.Week**  **09-13 May** **3 Hours** | 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 nowWhat 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 animal-now/right now/at the moment | **Listening**E5.9.L1. Students will be able to understanddescriptions 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 forpermission.E5.9.S3. Students will be able to use simpleutterances to describe what other people are doing at the moment.**Reading**E5.9.R1. Students will be able to understandshort and simple texts about what people/animals are doing at the moment | **Contexts**Advertisements, Captions, Cartoons, ChartsConversations, Fabl, IllustrationsNotes and Messages, Posters, StoriesVideos**Tasks/Activities**Chants and SongsDrama(Role Play, Simulation, Pantomime)GamesLabelingMatchingQuestions and AnswersStorytellingTrue/False/No Information**Assignments**• Students mime animals in front of the classroom,and the rest guess the actions performed by thestudents. |

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|  **Unit 10 Festivals** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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|  **33.Week**  **16-20 May** **3 Hours***19th May* *Youth and Sports Day* **34.Week** **23 -27 May** **3 Hours** **35.Week**  **30 May – 03 June** **3 Hours** **36.Week** **06-10 June** **3 Hours** *Second EXams*  **37.Week** **13-17 June** **3 Hours** | Describing general events and repeated actions (Making simple inquiries)How does Ayşe celebrate Ramadan?—She visits her relatives.Children dance and sing on Children’s Day in Turkey.Chinese wear colorful clothes in Chinese New Year.Naming numbersnumbers 100, 200, …, 1000 | **Listening**E5.10.L1. Students will be able to understand simple texts about festivals around the world.**Speaking**E5.10.S1. Students will be able to describe the events in a festival in a simple way.**Reading**E5.10.R1. Students will be able to understand visually supported short texts about festivalsaround the world.+**Revision of the Academic Year ( optional 2-4 hours)** | **Contexts**Advertisements, Cartoons, ChartsConversations, Illustrations, ListsMenus, Notices, Postcards, Posters Songs, Tables, Videos**Tasks/Activities**Chants and SongsDrama (Role Play, Simulation, Pantomime) GamesInformation TransferMaking Puppets, MatchingQuestions and Answers, Storytelling**Assignments**• Students complete and reflect on their visualdictionaries.• In groups, students work to prepare a poster on one of these festivals. Then they present their poster to their peers.  |

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