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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 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… Greeting and meeting people Nice/Glad to meet you. Nice meeting you. —Me, too. —My pleasure. 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. Arts primary/elementary/secondary school geography, history language class/course math(s)music physical education science social 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 Picture stories, conversations and cartoons about personal information.  **E5.1.R2.** Students will be able to read their  timetable for their lessons. | **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 Making puppets , Matching Questions and Answers Storytelling **Assignments** • Students prepare a visual dictionary by including new vocabulary items. • Students prepare a timetable showing their class schedule. |

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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 October 3 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 on Uçarlı 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 grocery ...the pharmacy | **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 about the 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 understand information about important places. | **Contexts** Advertisements, Captions ,Cartoons Conversations, nstructions, Maps, Notes and Messages, Podcasts, Postcards, Posters Signs, Tables, Videos **Tasks/Activities** Arts and Crafts, Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games, Labeling, Making puppets Matching, Questions 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. |

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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 regularly Do you play computer games? —No, I don’t. I go fishing. What are your hobbies? —Playing chess and tennis.  Expressing ability and inability Can 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 buff camping checkers Chinese whispers dodge 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, Charts Conversations, Illustrations, Notes and Messages, Poems, Postcards, Posters Rhymes, Songs,Stories, Tables, Videos  **Tasks/Activities** Competitions, Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring, Games Information transfer, Labeling, Matching Reordering, Storytelling True/False/No information  **Assignments** • Students keep expanding their visual dictionary by 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/sister go 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 100 | **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. | **Contexts** Advertisements, Captions, Cartoons Charts, Conversations, Illustrations Notes and Messages, Poems Postcards, Posters, Rhymes Songs, Stories, Tables, Videos  **Tasks/Activities** Competitions, Drama (Role Play, Simulation, Pantomime), Games, nformation transfer Labeling, Making puppets, Matching Reordering, Storytelling True/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. |

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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 feelings I 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, cough dentist, faint, fever, flu have a pain/ache, hurt, ill/illness | **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 and feelings. | **Contexts** Advertisements, Captions Cartoons, Charts, Conversations, llustrations Lists, Posters, Probes/Realia, Rhymes Songs, Stories, Tables, Videos  **Tasks/Activities** Drama (Role Play, Simulation, Pantomime), Games Information transfer, Labeling Matching, Questions and Answers Storytelling, 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 the picture 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/people  Superman is very strong/brave/...  Expressing likes and dislikes  I don’t like/dislike/hate horror movies.  Making simple inquiries  What is the movie about?  It’s about friends/war/love/…  Stating personal opinions  I 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. | 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. | Contexts  Advertisements, Cartoons, Conversations  Fairy tales, Illustrations, Posters  Tasks/Activities  Drama (Role Play, Simulation, Pantomime)  Games  Information transfer  Labeling  Making Puppets  Matching  Reordering  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.  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 permission Mom, can I have a birthday party? —Sure/For sure.  Expressing and responding to thanks This 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. | **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 | **Contexts** Advertisements, Cartoons, Conversations Coupons, Illustrations, Lists, Menus Postcards, Posters, Rhymes, Stories Tables, Videos  **Tasks/Activities** Chants and Songs Drama (Role Play, Simulation, Pantomime) Games, Information transfer Labeling, Matching Reordering Questions and Answers True/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. |

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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 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 | **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. | **Contexts** Advertisements, Cartoons, Conversations Coupons, Illustrations, Lists, Menus Postcards, Posters, Rhymes, Stories Tables, Videos  **Tasks/Activities** Arts and Crafts Drama (Role Play, Simulation, Pantomime) Games Information transfer Matching Reordering   **Assignments** • Students keep expanding their visual dictionary by 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 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 animal -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/animals are doing at the moment | **Contexts** Advertisements, Captions, Cartoons, Charts Conversations, Fabl, Illustrations Notes and Messages, Posters, Stories Videos **Tasks/Activities** Chants and Songs Drama(Role Play, Simulation, Pantomime) Games Labeling Matching Questions and Answers Storytelling True/False/No Information  **Assignments** • Students mime animals in front of the classroom, and the rest guess the actions performed by the students. |

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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 numbers numbers 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 festivals around the world.  +  **Revision of the Academic Year ( optional 2-4 hours)** | **Contexts** Advertisements, Cartoons, Charts Conversations, Illustrations, Lists Menus, Notices, Postcards, Posters Songs, Tables, Videos  **Tasks/Activities** Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Transfer Making Puppets, Matching Questions and Answers, Storytelling  **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 their poster to their peers. |

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