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| **UNIT -1 LIFE** |
|  **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** | **Describing what people do regularly(Making simple inquiries)**What do you do at/after school?—I do my homework.—I play football on Wednesdays.—I finish all my homework.—I go to my step dance class.What does s/he do at/after school?—S/he listens to the teacher.—S/he helps her/his mother.—S/he rests after school.**Telling the time and dates**What time is it? / What is the time?—It’s five p.m.—It’s quarter past five.—It’s ten to nine.—It’s twenty past three.What is the date today?—11 August 2016. | **Listening****E6.1.L1.** Students will be able to recognize phrases, words, and expressions related to repeated actions.**Spoken Interaction****E6.1.SI1.** Students will be able to talk about repeated actions.**Spoken ProductionE6.1.SP1.** Students will be able to use a series of phrases and simple expressions to express their repeated actions.**E6.1.SP2.** Students will be able to tell the time and dates.**ReadingE6.1.R1.** Students will be able to read short and simple texts, such as personal narratives about repeated actions. | **Contexts**Advertisements, Cartoons, ChartsConversations, IllustrationsLists, Notices, Picture strip storyPostcards, Posters, Songs, StoriesTables, Videos, Websites**Tasks/Activities**Chants and SongsDrama (Role Play, Simulation, Pantomime)GamesInformation TransferLabelingMatchingQuestions and AnswersReorderingTrue/False/No information**Assignments**• Students prepare a visual dictionary by including new vocabulary items.• Students conduct a survey about their classmates’ favorite school/after-school activities and prepare |

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| **Unit -2 YUMMY BREAKFAST** |
|  **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**  | **Accepting and refusing**Can I have some cheese?—Sure.—No, it’s all gone.Do you want some tea?—Yes, please.—No, thanks. I don’t like tea.—No, thanks. I don’t want any tea.**Describing what people do regularly**I eat honey and butter in the mornings.Expressing likes and dislikesYummy! I love/like muffins!I don’t like junk food.It’s my favorite!Enjoy it!*bagel, -s,butter, cereal**croissant, -s,egg, -s**fruit/orange/apple/… juice**jam, junk food**muffin, -s**pancake, -s**sausage, -s**nutritious**tea/coffee/milk* | **Listening****E6.2.L1.** Students will be able to identify the names of different food in an oral text.**Spoken Interaction****E6.2.SI1.** Students will be able to ask people about their food preferences.**Spoken Production****E6.2.SP1.** Students will be able to express their opinions about the food they like and don’t like.**Reading****E6.2.R1.** Students will be able to understand short and simple texts about food and preferences.**E6.2.R2.** Students will be able to understand the label of food products. | **Contexts**Advertisements, Cartoons, ChartsConversations, IllustrationsLists, Notices, Picture strip storyPostcards, Posters, Songs, StoriesTables, Videos, Websites**Tasks/Activities**GamesDrama (Role Play, Simulation, Pantomime)Information TransferLabelingQuestions and AnswersTrue/False/No information**Assignments**• Students prepare a poster that shows and categorizes different food and drinks for breakfast.• In pairs students act out a role play about thefood and drinks they like/don’t like |

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| **Unit -3 DOWNTOWN** |
|  **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**  **10. Week 08-12 November**  **3 Hours***10th November,* *The anniversary of Atatürk’s passing away* *First Exams**15-19 November*  *FIRST BREAK* | **Describing places (Making comparisons)**Downtown is busier on Mondays.A skyscraper is higher than a school building.Which city is more beautiful?New York or Istanbul?The street is more crowded than the park.**Describing what people are doing now (Making simple inquiries)**What is s/he doing now/at the moment?—S/he is feeding the street cats.—Feeding?—Yes, s/he is.What is s/he doing right now?—S/he’s reading a book right now. | **Listening****E6.3.L1.** Students will be able to identify expressions and phrases related to present events.**E6.3.L2.** Students will be able to pick up the expressions in a dialogue comparing things.**Spoken Interaction****E6.3.SI1.** Students will be able to ask people questions about what they are doing at the moment.**E6.3.SI2.** Students will be able to ask people to compare things.**Spoken Production****E6.3.SP1.** Students will be able to describe people doing different actions.**E6.3.SP2.** Students will be able to make comparisons between two things.**Reading****E6.3.R1.** Students will be able to understand visually supported, short and simple texts. | **Contexts**Brochures, ConversationsIllustrations, MapsMagazines, PodcastsSigns, Songs, Stories, VideosWebsites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Information/Opinion GapInformation TransferGame, Labeling, MatchingQuestion and AnswersTrue/False/No information**Assignments**• Students keep expanding their visual dictionaryby including new vocabulary items.• Students take/draw a picture of their street/neighborhood in the morning and describe what everyone is doing (they can use professions as well).• Students prepare a poster comparing their hometown with another city |

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| **Unit -4 WEATHER AND EMOTIONS** |
|  **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 the weather**What’s the weather like?—It’s foggy.—It’s very cold. It is 2 degrees Celsius!—It is stormy. I feel scared.—It’s not snowy in the desert. It is dry.**Making simple inquiries**—I don’t get it. Can you repeat that,please?**Expressing emotions**I feel…, anxious, moody, sleepy*cloudy**fabulous**freezing**hailing**lightning**stormy**windy* | **Listening****E6.4.L1.** Students will be able to pick up specific information from short oral texts about weather conditions and emotions.**Spoken Interaction****E6.4.SI1.** Students will be able to ask people about the weather.**Spoken Production****E6.4.SP1.** Students will be able to talk about the weather and their emotions in a simple way.**Reading****E6.4.R1.** Students will be able to understand short and simple texts about the weather, weather conditions and emotions. | **Contexts**Brochures, CartoonsConversations, IllustrationsMaps, Magazines, PodcastsSigns, Songs, Stories, VideosWebsites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who…GamesInformation/Opinion GapInformation TransferLabelingMatchingQuestion and AnswersTrue/False/No information**Assignments**• Students prepare a chart for weather forecast and include visuals in the chart.• Students act out weather conditions by using different emotions in various situations |

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| **Unit -5 AT THE FAİR** |
|  **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****19.Week**  **17-21 January****3 Hours**Second Exams*24 Jan-04 Feb**SECOND BREAK* | **Describing places**There are many fun things at the fair.—Roller coasters are crazy!Expressing feelings—I think they are frightening.**Expressing likes and dislikes**—I agree. I like the roller coaster very much.—I like the train ride. It is fun.—I hate bumper cars. They are boring.—I think a ghost train is morefrightening than the roller coaster.**Stating personal opinions**What do you think about fairs?—I think they are exciting places.—I disagree. I think they are fun…, amazing,boring,bumper car, | **Listening****E6.5.L1.** Students will be able to recognize the words related to the expression of emotions.**Spoken Interaction****E6.5.SI1.** Students will be able to talk about and express the feelings and personal opinions about places and things.**Spoken Production****E6.5.SP1.** Students will be able to use various simple expressions to state the feelings and personal opinions about places and things.**Reading****E6.5.R1.** Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things.E6.5.R2. Students will be able to read specific information on a poster about a certain place. | **Contexts**Advertisements, Cartoons, ChartsConversations, IllustrationsLists, Notices, Picture strip storyPostcards, Posters, Songs, StoriesTables, Videos, Websites**Tasks/Activities**Chants and SongsDrama (Role Play, Simulation, Pantomime)GamesInformation/Opinion GapInformation TransferLabelingMatchingQuestion and AnswersTrue/False/No information**Assignments**• Students keep expanding their visual dictionary by including new vocabulary items.• In groups, students prepare a poster of a fair and then they talk about their feelings and personal opinions concerning the fair poster. |

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| **Unit -6 OCCUPATIONS** |
|  **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** | **Talking about occupations**What does your uncle do?—He’s a salesman, but he also Works at a restaurant on Fridays.What do you do?—I am a nurse.Can you build a house?—No, I can’t!What can you do?—I can make dresses. I can cut and sew fabric.**Asking personal questions**Was s/he in İstanbul last week?Were you at school yesterday?When were you born?Where was s/he born?**Telling the time, days and dates**—S/he was in İstanbul in May.—I was at school yesterday.—I was born on 10th of February, 2005. | **Listening****E6.6.L1.** Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts.**E6.6.L2.** Students will be able to understand the time, days and dates.**Spoken Interaction****E6.6.SI1.** Students will be able to talk about occupations.**Spoken Production****E6.6.SP1.** Students will be able to ask personal questions.**E6**.6.SP2. Students will be able to state the dates.**Reading****E6.6.R1.** Students will be able to understand familiar words and simple sentences aboutoccupations and the dates.**Writing****E6.6.W1.** Students will be able to produce a piece of writing about occupations and the dates. | **Contexts**Advertisements, Cartoons, ChartsConversations, IllustrationsLists, Notices, Picture strip storyPostcards, Posters, Songs,StoriesTables, Videos, Websites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who …GamesInformation/Opinion GapInformation TransferMatching, LabelingQuestions and AnswersReordering,StorytellingTrue/False/No information**Assignments**• Students keep expanding their visual dictionary by including new vocabulary items.• Students find out the occupations of their family members and write what they do. |

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| **Unit 7 - HOLIDAYS** |
|  **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** | **Talking about past events****(Making simple inquiries)**What did you do in your holiday?—I played with my friends, and I learned skiing.—My brother and I climbed trees andpicked fruit. I enjoyed it.—We walked in the forest yesterday.What did s/he do in the holiday?—S/he studied English.—S/he visited her/his grandparents last week.*forest, -s,flower, -s**fruit, lake, -s,mountain, -s**pick, river, -s**sailing, seaside**sightseeing, skiing**snowball,snowman**tree, -s* | **Listening****E6.7.L1.** Students will be able to spot the activities about holidays in oral texts.**Spoken Interaction****E6.7.SI1.** Students will be able to talk about their holidays.**Spoken Production****E6.7.SP1.** Students will be able to describe past activities and personal experiences.**Reading****E6.7.R1.** Students will be able to understand short, simple sentences and expressions related to past activities.**Writing****E6.7.W1.** Students will be able to write short and simple pieces in various forms about holidays. | **Contexts**Advertisements, Cartoons, ChartsConversations, IllustrationsLists, Notices, Picture strip storyPostcards, Posters, Songs, StoriesTables, Videos, Websites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime),Find Someone Who…Games, Information/Opinion GapInformation TransferMaking PuppetsMatching, LabelingQuestions and AnswersReordering, StorytellingTrue/False/No information**Assignments**• Students prepare a postcard and write aboutwhat they did on their holiday.• Students prepare a pamphlet showing different places for different holiday activities in their country |

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| **Unit -8 BOOKWORMS** |
|  **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****28.Week**  **04-08 April** **3 Hours***23rd April**National Sovereignty and Children’s Day* *First EXams**11-15 April**THIRD BREAK* | **Talking about locations of things and****people**Where is s/he?—S/he is in front of/next to/near/behind/between/under/over I can’t find my book. Can you help me?—Look! It is under the bed.**Talking about past events**What happened in the library yesterday?—I read important books.—I found some interesting information in the magazines.—I looked up/for some dictionaries.*author/writer, borrow/lend**Bookshelf, dictionary**e-book, important**information, library**look at/for/up**magazine**newspaper**novel**poetry**story* | **Listening****E6.8.L1.** Students will be able to listen to the instructions and locate things.**E6.8.L2.** Students will be able to understand past events in oral texts.**Spoken Interaction****E6.8.SI1.** Students will be able to talk about the locations of people and things.**E6.8.SI2.** Students will be able to talk about past events with definite time.**Spoken Production****E6.8.SP1.** Students will be able to describe the locations of people, things, events with definite time.**Reading****E6.8.R1.** Students will be able to understand short, simple sentences and expressions about past events with definite time.**Writing****E6.8.W1.** Students will be able to write about past events, locations of people and things with definite time. | **Contexts**Brochures, CaptionsCartoons, ConversationsIllustrations, MagazinesProbes/Realia, PodcastsPosters, Songs, Stories, Videos**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who…GamesInformation/Opinion GapInformation TransferMatchingLabelingQuestions and AnswersReorderingStorytellingTrue/False/No information**Assignments**• Students keep expanding their visual dictionaryby including new vocabulary items. |

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| **Unit -9 SAVING THE PLANET** |
|  **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** | **Giving and responding to simple suggestions**What should we do to save our world?—We should save energy.—We can use less water and electricity.—We should recycle the batteries.—We should not harm animals.—Turn off the lights.—Don’t waste water.—Unplug the TV.*air/water/noise pollution**cut down**damage**garbage**electrical device, -s**harm**litter**plug (unplug)**recycle**rubbish**reduce**save**trash**waste* | **Listening****E6.9.L1.** Students will be able to recognize appropriate attitudes to save energy and toprotect the environment.**E6.9.L2.** Students will be able understand suggestions related to the protection of theenvironment in simple oral texts.**Spoken Interaction****E6.9.SI1.** Students will be able to give each other suggestions about the protection of the environment.**Spoken Production****E6.9.SP1.** Students will be able to talk to people about the protection of the environment.**Reading****E6.9.R1.** Students will be able to understand the texts about the protection of the environment.**E6.9.R2.** Students will be able to follow short, simple written instructions.**Writing****E6.9.W1.** Students will be able to write simple pieces about the protection of the environment | **Contexts**Advertisements, Cartoons, ChartsConversations, IllustrationsLists, Notices, Picture strip storyPostcards, Posters, Songs, StoriesTables, Videos, Websites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who…GamesInformation/Opinion GapInformation TransferLabelingMatchingQuestion and AnswerReorderingStorytellingTrue/False/No information**Assignments**• Students prepare slogans/notes/posters aboutsaving energy at school and hang them on thewalls. |

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|  **Unit 10 DEMOCRACY** |
|  **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** | **Talking about stages of a procedure**You should ...choose your candidate.talk about your plans/opinions.respect others. write the name of the candidate. fold the paper. put it into the ballot box.**Making simple inquiries**Are you a candidate?Who is your candidate?Do you support Ahmet in the election?Who do you support in the election?Talking about past events—We had an election in our school.—We elected our classroom president.—Our classroom president gave us a speech.*Ballot, box, es, campaign, -s candidate, -s,child/human right, election, fair law, make/give a speech, president**poll, public, respect, republic**vote* | **Listening****E6.10.L1.** Students will be able to recognize some key features related to the concept of democracy.**Spoken Interaction****E6.10.SI1.** Students will be able to talk about the stages of classroom president polls.**Spoken Production****E6.10.SP1.** Students will be able to give short descriptions of past and present events.**E6.10.SP2.** Students will be able to talk about the concept of democracy.**Reading****E6.10.R1.** Students will be able to recognize familiar words and simple phrases related to the concept of democracy.**Writing****E6.10.W1.** Students will be able to write simple pieces about concepts related to democracy.**Revision of the Academic Year ( optional 2-4 hours)** | **Contexts**Advertisements, Cartoons, ChartsConversations, IllustrationsLists, Notices, Picture strip storyPostcards, Posters, Songs, StoriesTables, Videos, Websites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who…Games Information/Opinion GapInformation TransferLabeling, MatchingQuestion and AnswerReordering, StorytellingTrue/False/No information**Assignments**• Students complete and reflect on their visual dictionaries.• Students work in groups and create an election campaign poster for classroom presidency |

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