**2019-2020 EĞİTİM-ÖĞRETİM YILI ... İLKOKULU**

**4. SINIFLAR ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI (1. DÖNEM)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME** (SÜRE) | | | **FUNCTIONS**  (HEDEF VE KAZANIMLAR) **NATIONAL DAYS** | **TOPICS**  (KONULAR) | **LANGUAGE TASKS AND STUDY SKILLS/METHODS**  (YÖNTEM VE TEKNİKLER) | **MATERIALS**  (KULLANILAN EĞİTİM  TEKNOLOJİLERİ-ARAÇ VE GEREÇLER) | **EVALUATION**  (DEĞERLENDİRME) |
| **MONTH** (AY) | **WEEK** (HAFTA) | **HOUR** (SAAT) |
| 9-13  SEPTEMBER | 2 | 2  2 | **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,-s join leave pencil case, -s pencil sharpener, -s ruler, -s stay take turn on/off | *1 Classroom Rules* | **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  Captions Cartoons Conversations Illustrations Instructions Lists Notes and Messages Posters Signs Songs Videos  Tasks/Activities  Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Matching Questions 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. |
| 16-20  SEPTEMBER | 3 | 2  2 |
| 23-27  SEPTEMBER | 4 | 2  2 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 30 SEPTEMBER  04 OCTOBER | 4 | 2  2 | **Identifying countries and nationalities** Is s/he from Japan? — 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/American Britain/British Germany/German Iran/Iranian Iraq/Iraqi Japan/Japanese Pakistan/Pakistani Russia/Russian Turkey/Turkish north/south/east/west | **2**  **Nationality** | **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**  Captions  Cartoons  Charts  Conversations Illustrations Instructions Lists  Maps  Postcards  Posters  Rhymes Songs  Tables  **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 finger puppets (of different nationalities) and practise short dialogues about countries and nationalities. |
| 07-11  OCTOBER | 5 | 2  2 |
| 14-18  OCTOBER | 6 | 2  2 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 21-25  OCTOBER | 7 | | 2  2 | **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. carry catch climb a tree dive do puzzles drive jump fly play ... ... the guitar/the piano, etc. ride a horse | | **3 Cartoon Characters** | | | **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 recognize possessions of others in a clear, short and slow oral text.  **Speaking E4.3.S1.** Students will be able to talk about their own and others’ possessions. **E4.3.S2.** Students will be able to deliver a simple, brief speech about abilities with an initial preparation. | | | **Contexts**  Captions  Cartoons  Charts  Conversations Illustrations  Notices  Posters Probes/Realia Rhymes  Songs  Stories  Tables  Videos  **Tasks/Activities**  Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Matching Making Puppets  Questions and Answers  Storytelling | 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. | | |
| 28 OCTOBER  01 NOVEMBER | 8 | | 2  2 |
| 04 -08  NOVEMBER | 9 | | 2  2 |
|  | | | |  | |
| 11-15  NOVEMBER | 10 | 2  2 | | **Expressing likes and dislikes**  I like reading/swimming. I dislike playing chess/ singing. | *4 Free Time* | | | **Listening E4.4.L1.** Students will be able to understand the general information in an oral text about likes and dislikes. | | | **Contexts**  Captions  Cartoons  Charts  Conversations Illustrations  Notices  Posters Rhymes  Songs Stories  Tables Videos | | |  | |
| **18-22 NOVEMBER 1ST TERM BREAK** | | | | | | | | | | | | | | | |
| 25-29  NOVEMBER | 11 | 2  2 | | **Making simple inquiries**  Do you like dancing? — Yes, I do. Do you like watching cartoons? — No, I don’t. | | | 4 Free Time | **Listening E4.4.L1.** Students will be able to understand the general information in an oral text about likes and dislikes. | | | **Tasks/Activities**  Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppet Matching Questions and Answers | | | Assignments • Students keep expanding their visual dictionary by including new vocabulary items. | |
| 02-06  DECEMBER |  | Students draw and  present an imaginary  hero with super  powers and they tell their friends what they can and can’t do  **Contexts** Captions , Cartoons, Charts, Conversations, Illustrations, Notices ,Posters, Probes/Realia, Rhymes, Songs, Stories, Tables, Videos  **Speaking E4.4.S1.** Students will be able to talk about their likes and dislikes. **E4.4.S2.** Students will be able to engage in simple conversations about likes and dislikes. **E4.4.S3.** Students will be able to ask for clarification.  2  **Asking for clarification**  Can you say that again, please? Pardon me? Say that again, please. Slowly, please.  2  4 Free Time | |  | | |  |  | | |  | | |  | |
| 09-13  DECEMBER | 13 | 2 | | **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. | | | 5 My Day | **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. | | | | **Contexts**  Advertisements -Captions -Cartoons Charts -Conversations -Fairy tales Illustrations -Lists -Notes and messages -Poems -Postcards Posters Probes/Realia -Rhymes -Songs Tables –Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games Making Puppets  Matching  Questions and Answers  Reordering - Storytelling | | | **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. | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | |
| 16-20  DECEMBER | 14 | 2  2 | **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/night  in the morning/afternoon  —It’s 7 o’clock/12 o’clock/3 o’clock.  do homework get dressed go ...  ... shopping  ... to the playground  ... to bed  … to school have ...  ... a shower  ... breakfast/lunch/dinner meet friends  wake up wash | 5 My Day | **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**  Advertisements -Captions -Cartoons Charts -Conversations -Fairy tales Illustrations -Lists -Notes and messages -Poems -Postcards Posters Probes/Realia -Rhymes -Songs Tables –Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games Making Puppets  Matching  Questions and Answers  Reordering - Storytelling | **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. |
| 23-27  DECEMBER | 15 | 2  2 |
| 30 DECEMBER  03 JANUARY | 16 | 2  2 |
| 06-10  JANUARY | 17 | 2  2 |
| 13-17  JANUARY | 18 | 2  2 |
| **THE END OF THE FIRST TERM** | | | | | | | |

**2019-2020 EĞİTİM-ÖĞRETİM YILI .. İLKOKULU**

**4. SINIFLAR ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI (2. DÖNEM)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME (SÜRE)** | | | **FUNCTIONS**  (HEDEF VE KAZANIMLAR) **NATIONAL DAYS** | **TOPICS**  (KONULAR) | **LANGUAGE TASKS AND STUDY SKILLS/METHODS**  (YÖNTEM VE TEKNİKLER) | **MATERIALS**  (KULLANILAN EĞİTİM  TEKNOLOJİLERİ-ARAÇ VE GEREÇLER) | **EVALUATION**  (DEĞERLENDİRME) |
| **MONTH**  (AY) | **WEEK** (HAFTA) | **HOUR** (SAAT) |
| 03-07  FEBRUARY | 19 | 2  2 | **Giving and responding to simple instructions**  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. | 6 Fun with Science | **Listening**  **E4.6.L1.** Students will be able to understand and follow simple instructions.  **E4.6.L2.** Students will be able to recognize phrases/descriptions about locations.  **Speaking**  **E4.6.S1.** Students will be able to give short and basic instructions.  **E4.6.S2.** Students will be able to talk about locations of objects.  **E4.6.S3.** Students will be able to ask and answer simple clarification questions. | **Contexts** Captions ,Cartoons ,  Charts, Conversations ,  Illustrations , Instructions ,  Lists, Poems, Posters ,  Probes/Realia,,Rhymes,  Songs , Tables ,Video  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games  Labeling  Matching  Questions and Answers Reordering | **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. |
| 10-14  FEBRUARY | 20 | 2  2 |
| 17-21  FEBRUARY | 21 | **Contexts**  Advertisements  Captions ,Cartoons,  Charts ,Conversations  Illustrations ,Lists  Podcasts ,  Posters ,Probes/Realia ,  Rhymes  Songs - Stories - Videos  Tasks/Activities  **Listening**  **E4.7.L1.** Students will be able to identify other people’s jobs and likes in a short, simple oral text.  **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.  2  7 Jobs  2 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 24-28  FEBRUARY | 22 | 2  2 | **Making inquiries**  Where does s/he work?  —at the post office.  —at the police station.  actor, -s /actress, -es businessman, -men chef,-s dancer, -s doctor, -s farmer, -s fireman, -men nurse, -s pilot-s  policeman, -men policewoman, -women singer, -s  teacher, -s vet, -s waiter, -s writer, -s  **Contexts**  Advertisements  Captions ,Cartoons,  Charts ,Conversations  Illustrations- Lists  Notes and Messages  Poems - Postcards - Posters Rhymes - Signs - Songs Stories ,Tables ,Videos  **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.  **Describing the weather (Expressing basic needs)**  What’s the weather like?  8 My Clothes  —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. | ***7 Jobs*** | **Listening**  **E4.7.L1.** Students will be able to identify other people’s jobs and likes in a short, simple oral text.  **Speaking**  **E4.7.S1.** Students will be able to talk about other people’s jobs and likes in simple conversations. | **Contexts**  Advertisements  Captions ,Cartoons,  Charts ,Conversations  Illustrations ,Lists ,  Podcasts ,  Posters ,Probes/Realia ,  Rhymes  Songs - Stories - Videos  Tasks/Activities  **Arts and Crafts**  Chants and Songs  Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games  Labeling  Matching  Making Puppets  Questions and Answers Storytelling | **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.  **Assignments**  • Students prepare a seasonal weather chart/ table and classify the clothes they wear under the corresponding seasons.  • Students make puppets with seasonal clothes and describe them to the peers. |
| 02-06  MARCH | 23 | 2  2 |
| 09-13  MARCH | 24 | 2  2 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 16-20  MARCH | 25 | 2  2 | **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  boot, -s dress, -es glove, -s hat, -s jeans shoe, -s skirt, -s sock, -s sunglasses trousers borrow  put on wear | 8 My Clothes  8 My Clothes | **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.  **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. | **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games, Labeling  Making Puppets, Matching  Questions and Answers Reordering, Storytelling  **Contexts**  Advertisements  Captions ,Cartoons,  Charts ,Conversations  **Assignments**  • Students prepare a seasonal weather chart/ table and classify the clothes they wear under the corresponding seasons.  • Students make puppets with seasonal clothes and describe them to the peers.  Illustrations- Lists  Notes and Messages  Poems - Postcards - Posters 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 Reordering, Storytelling |  |
| 23-27  MARCH | 26 | 2  2 |
| 30 MARCH  03 APRIL | 27 | 2  2 |
| **06-12 APRIL 2nd TERM BREAK** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 13-17 APRIL | 28 | 2  2 | 23rd April National Sovereignty and Children’s Day  (23 Nisan Ulusal Egemenlik ve Çocuk Bayramı)  **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.  bald beard beautiful blonde  curly/dark/straight/wavy/short/long hair handsome headscarf  moustache short/tall  slim thin  young/middle aged/old | ***9 My Friends*** | **Listening**  **E4.9.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**  Advertisements ,Captions,  Cartoons ,Charts, Conversations ,  Illustrations ,Lists - Poems ,  Posters,Probes/Realia ,Rhymes - Songs - Stories Tables -Videos  **Tasks/Activities**  Arts and Crafts, Chants and Songs  Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Labeling, Making Puppets  Matching  Questions and Answers Storytelling  Synonyms 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. |
| 20-24 APRIL | 29 | 2  2 |
| 27 APRIL  1 MAY | 30 | 2  2 |
| 29-03  MAY | 31 | 2  2 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 04-08  MAY | 32 | 2  2 | **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 butter cheese coffee cupcake, -s  fish and chips honey lemonade marmalade milk olive, -s pasta salad soup tea yoghurt now/later | 10 Food  And Drinks | **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. | **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 ,Matching  Questions and Answers Storytelling | **Assignments**  • Students complete and reflect on their visual dictionaries.  • Students design a menu for an imaginary restaurant by using drawings and visuals. |
| 11-15  MAY | 33 | 2  2 |
| 18-22  MAY | 34 | 2  2 |
| 25-29  MAY | 35 | 2  2 |
| 01-05  JUNE | 36 | 2  2 | **Expressing basic needs and feelings (Making simple inquiries)** | 10 Food  And Drinks | **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. | **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games, Labeling ,Matching  Questions and Answers Storytelling |  |
| 08-12  JUNE | 37 | 2  2 | Revision  Revision | ***Consolidation*** |  |  |  |
| 15-19 JUNE | 38 | 2  2 | Revision  Revision | ***Consolidation*** |  |  |  |
| **THE END OF THE ACADEMIC YEAR** | | | | | | | |

**Bu plan; Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı 01.02.2013 tarih ve 6sayılı İlköğretim Kurumları (İlkokullar ve Ortaokullar)**

**İngilizce Dersi (2, 3, 4, 5, 6, 7 ve 8. Sınıflar) Öğretim Programına göre hazırlanmıştır.**