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| **2020-2021 EĞİTİM-ÖĞRETİM YILI ………………………. ORTAOKULU 5. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | |
| **MONTH** | **DAYS** | | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **SEPTEMBER** | 21-25 | |  | **1- Hello!** | **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.  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. |  |
| 28-02 OCT | |  |
| **OCTOBER** | 05-09 | |  |
| 12-16 | |  |
| **MONTH** | **DAYS** | | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **OCTOBER** | 19-23 | |  | **2- My town** | **Talking about locations of things and**  **people**  Where are you?  —I am at the library.  —Library?  —Yes, the library.  **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.  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/museum  between ......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 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  Instructions  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. |  |
| 26-30 | |  |
| **NOVEMBER** | 02-06 | |  |
| **MONTH** | **DAYS** | | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **NOVEMBER** | 09-13 | | | **3- Games and Hobbies** | **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  fishing  hangman  hiking  hopscotch  lose  origami  sculpting  win | **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  Captions  Cartoons  Charts  Conversations  Illustrations  Notes and Messages  Poems  Posters  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. | **1st written exam** |
| 23-27 | | |
| **16 Kasım – 20 Kasım (ARA TATİL)** | | | | | | | | |
| **MONTH** | **DAYS** | | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **DECEMBER** | 30-04 | |  | **4- My Daily Routine** | **Naming numbers**  Numbers from 1 to 100  **Telling the time**  What time is it?  —It’s half past nine.  —It’s quarter to eleven.  **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.  arrive  brush, -es  call  comb, -s  get out of bed  get up  go online  get on/off the bus  leave  talk  toothbrush, -es  toothpaste  sleep | **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  Information 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 or teacher, ask about his/her typical day and present it in the classroom. |  |
| 07-11 | |  |
| 14-18 | |  |
| 21-25 | |  |
| **MONTH** | **DAYS** | | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **DECEMBER** | 28-01 JAN | |  | **5- Health** | **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/  stomachache  cold  cough  dentist  faint  fever  flu  have a pain/ache  hurt  ill/illness  medicine  pill  sneeze  sore throat  syrup  vitamin | **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  Illustrations  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. | **2nd written exam** |
| **JANUARY** | 4 -8 | |  |
| 11-15 | |  |
| 18-22 | |  |
| **25 Ocak – 5 Şubat Yarıyıl Tatili** | | | | | | | | |
| **MONTH** | **DAYS** | | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** | |
| **FEBRUARY** | 8-12 | |  | **6- Movies** | **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.  brave  beautiful  boring  exciting  evil  *film types:* action, animation, cartoon, commedy, horror, etc.  friendly  frightening  funny  helpful  honest  love  save  strong  travel  ugly | **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  Questionnaire  Signs  Stories  Tables  Videos  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  Games  Information transfer  Labeling  Making Puppets  Matching  Reordering  Questions and Answers  Storytelling  True/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. |  | |
| 15-19 | |  |
| 22-26 | |  |
| **MONTH** | **DAYS** | | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** | |
| **MARCH** | 1-5 | |  | **7- Party Time** | **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.  balloon, -s  birthday, -s  buy  cake  clown, -s  have/throw a party  candle, -s  delicious  exciting  *months of the year*  present, -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. | **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  Storytelling  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.  • Students prepare a shopping list for a birthday party. |  | |
| 8-12 | |  |
| 15-19 | |  |
| **MONTH** | **DAYS** | | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** | |
| **MARCH** | 22-26 | |  | **8- Fitness** | **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…  activity  camping  cycling  (do) exercise  fitness  fishing  hiking  jogging  running  trekking  work 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. | **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  Questions and Answers  Storytelling  True/False/No information  **Assignments**  • Students keep expanding their visual dictionary by including new vocabulary items. | **1st written exam** | |
| **APRIL** | 29 March – 2 April | |  |
| 05-09 |  | |
| 19-23 |  | |
| **12 April – 16 April (ARA TATİL)** | | | | | | | | | |
| **MONTH** | **DAYS** | | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** | |
| **APRIL** | 26-30 | |  | **9- The Animal Shelter** | **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  bark  claw, -s  examine  feed  help  kitten, -s  puppy, -ies  save  sleep  tail, -s  vet (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/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  Information transfer  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.  • Students prepare posters about how to help animals in their neigborhoods. |  | |
| **MAY** | 03-07 | |  |
| 10-14 | |  |
| 17-21 | |  |
| **MONTH** | **DAYS** | | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** | |
| **MAY** | 24-28 | |  | **10- Festivals** | **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  Children’s Day  Chinese New Year  Eid  Ramadan  Independence Day | **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. | **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  True/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 their poster to their peers. | **2nd written exam** | |
| **JUNE** | 31-04 | |  |
| 07-11 | |  |
| 14-18 | |  |

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