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| **2021-2022 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** | 6-10 | 3 | **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.artsprimary/elementary/secondary schoolgeographyhistorylanguage class/coursemath(s)musicphysical educationsciencesocial 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 picturestories, conversations and cartoons aboutpersonal information.**E5.1.R2.** Students will be able to read theirtimetable for their lessons. | **Contexts**AdvertisementsCaptionsCartoonsConversationsCouponsIllustrationsListsMenusPostersProbes/RealiaRhymesSignsSongsStoriesTablesVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMaking puppetsMatchingQuestions and AnswersStorytelling**Assignments**• Students prepare a visual dictionary by including new vocabulary items.• Students prepare a timetable showing their class schedule. |  |
| 13-17 | 3 |
| 20-24 | 3 |
| **OCTOBER** | 27 September – 1 October | 3 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **OCTOBER** | 04-08 | 3 | **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 citycenter?—Go (straight) ahead and turn left onUçarlı 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/museumbetween ......the shop and the bus stop | **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 theuse of rising intonation to ask for clarification.**Speaking****E5.2.S1.** Students will be able to talk aboutthe locations of things and people in simpleconversations.**E5.2.S2.** Students will be able to give directionsin a simple way.**Reading****E5.2.R1.** Students will be able to understandinformation about important places | **Contexts**AdvertisementsCaptionsCartoonsConversationsInstructionsMapsNotes and MessagesPodcastsPostcardsPostersSignsTablesVideos**Tasks/Activities**Arts and CraftsDrawing and ColoringDrama (Role Play, Simulation, Pantomime)GamesLabelingMaking puppetsMatchingQuestions 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 ingroups. |  |
| 11-15 | 3 |
| 18-22 | 3 |
| 25-29 | 3 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **NOVEMBER** | 01-05 | 3 | **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 playingblind man’s buff.Julio lives in Madrid and he likesplaying football.Hans and Yuka don’t like hopscotch.blind man’s buffcampingcheckersChinese whispersdodge ballfishinghangmanhikinghopscotchloseorigamisculptingwin | **Listening****E5.3.L1.** Students will be able to understandsimple, oral texts about hobbies, likes/dislikesand abilities.**Speaking****E5.3.S1.** Students will be able to talk abouthobbies, likes/dislikes and abilities in a simpleway.**E5.3.S2.** Students will be able to give informationabout likes/dislikes, abilities and hobbies ofothers in a simple way.**Reading****E5.3.R1.** Students will be able to follow a simplestory with visual aids. | **Contexts**AdvertisementsCaptionsCartoonsChartsConversationsIllustrationsNotes and MessagesPoemsPostersSongsStoriesTablesVideos**Tasks/Activities**CompetitionsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesInformation transferLabelingMatchingReorderingStorytellingTrue/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** |
| 08-12 | 3 |
|  |
| 22-26 | 3 |
| 29-03 DECEMBER | 3 |
| **15 Kasım – 19 Kasım (ARA TATİL)** |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **DECEMBER** | 06-10 | 3 | **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/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 andat night.—When do you watch TV?—I watch TV every evening.arrivebrush, -escallcomb, -sget out of bedget upgo onlineget on/off the busleavetalktoothbrush, -estoothpastesleep | **Listening****E5.4.L1.** Students will be able to understandspecific information in short, oral texts about dailyroutines.**E5.4.L2.** Students will be able to understand thetime.**Speaking****E5.4.S1.** Students will be able to talk about dailyroutines.**E5.4.S2.** Students will be able to use simpleutterances to talk about daily routines of friendsand family members.**E5.4.S3.** Students will be able to tell the time andnumbers from 1 to 100.**Reading****E5.4.R1.** Students will be able to understandshort and simple written texts about dailyroutines. | **Contexts**AdvertisementsCaptionsCartoonsChartsConversationsIllustrationsNotes and MessagesPoemsPostcardsPostersRhymesSongsStoriesTablesVideos**Tasks/Activities**CompetitionsDrama (Role Play, Simulation, Pantomime)GamesInformation transferLabelingMaking puppetsMatchingReorderingStorytellingTrue/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. |  |
| 13-17 | 3 |
| 20-24 | 3 |
| 27-31 | 3 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **JANUARY** | 03-07 | 3 | **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/stomachachecoldcoughdentistfaintfeverfluhave a pain/achehurtill/illnessmedicinepillsneezesore throatsyrupvitamin | **Listening****E5.5.L1.** Students will be able to identifycommon illnesses and understand some of thesuggestions 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 basicneeds and feelings about illnesses.**Reading****E5.5.R1.** Students will be able to understandshort and simple texts about illnesses, needs andfeelings. | **Contexts**AdvertisementsCaptionsCartoonsChartsConversationsIllustrationsListsPostersProbes/RealiaRhymesSongsStoriesTablesVideos**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)GamesInformation transferLabelingMatchingQuestions and AnswersStorytellingTrue/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. | **2nd written exam** |
| 10-14 | 3 |
| 17-21 | 3 |
| **24 Ocak – 4 Şubat Yarıyıl Tatili** |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **FEBRUARY** | 7-11 | 3 | **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.bravebeautifulboringexcitingevil*film types:* action, animation, cartoon, commedy, horror, etc.friendlyfrighteningfunnyhelpfulhonestlovesavestrongtravelugly | **Listening****E5.6.L1.** Students will be able to follow slow andcarefully articulated speech describing moviecharacters and movie types.**Speaking****E5.6.S1.** Students will be able to talk aboutpeople’s likes and dislikes concerning moviesand 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 ofan event.**Reading****E5.6.R1.** Students will be able to understandphrases and simple sentences on postersand advertisements about movies and moviecharacters. | **Contexts**AdvertisementsCartoonsConversationsFairy talesIllustrationsPostersQuestionnaireSignsStoriesTablesVideos**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)GamesInformation transferLabelingMaking PuppetsMatchingReorderingQuestions and AnswersStorytellingTrue/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. |  |
| 14-18 | 3 |
| 21-25 | 3 |
| 28 February-4 March | 3 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **MARCH** | 07-11 | 3 | **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 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 obligation**I must go to the birthday party. Youmust prepare a shopping list.**Telling the days and dates**When’s your birthday?—My birthday is in May.—My birthday is on Saturday.balloon, -sbirthday, -sbuycakeclown, -shave/throw a partycandle, -sdeliciousexciting*months of the year*present, -s/gift, -s | **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 utterancesto express obligation.**E5.7.S4.** Students will be able to state the date ofan event.**E5.7.S5.** Students will be able to express andrespond to thanks.**Reading****E5.7.R1.** Students will be able to understandshort texts with visual aids, such as cartoons,posters and birthday cards. | **Contexts**AdvertisementsCartoonsConversationsCouponsIllustrationsListsMenusPostcardsPostersRhymesStoriesTablesVideos**Tasks/Activities**Chants and SongsDrama (Role Play, Simulation, Pantomime)GamesInformation transferLabelingMatchingReorderingQuestions and AnswersStorytellingTrue/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. |  |
| 14-18 | 3 |
| 21-25 | 3 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **MARCH** | 28 March – 01 April | 3 | **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 goodidea.How about jogging?—Sorry. I can’t now. I must study.—No. I am too tired.—Well, sorry but I must…activitycampingcycling(do) exercisefitnessfishinghikingjoggingrunningtrekkingwork out | **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 ofactivities.**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 refusesuggestions 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**AdvertisementsCartoonsConversationsCouponsIllustrationsListsMenusPostcardsPostersRhymesStoriesTablesVideos**Tasks/Activities**Arts and CraftsDrama (Role Play, Simulation, Pantomime)GamesInformation transferMatchingReorderingQuestions and AnswersStorytellingTrue/False/No information**Assignments**• Students keep expanding their visual dictionary by including new vocabulary items. | **1st written exam** |
| **APRIL** | 04-08 | 3 |
|  |
| 18-22 | 3 |
| 25-29 | 3 |
| **11 Nisan – 15 Nisan (ARA TATİL)** |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **MAY** | 02-06 | 3 | **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 animalbarkclaw, -sexaminefeedhelpkitten, -spuppy, -iessavesleeptail, -svet (veterinary)now/right now/at the moment | **Listening****E5.9.L1.** Students will be able to understanddescriptions of what people/animals are doing atthe moment.**Speaking****E5.9.S1.** Students will be able to talk about whatpeople/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 aredoing at the moment.**Reading****E5.9.R1.** Students will be able to understandshort and simple texts about what people/animalsare doing at the moment. | **Contexts**AdvertisementsCaptionsCartoonsChartsConversationsFablIllustrationsNotes and MessagesPostersStoriesVideos**Tasks/Activities**Chants and SongsDrama(Role Play, Simulation, Pantomime)GamesInformation transferLabelingMatchingQuestions and AnswersStorytellingTrue/False/No Information**Assignments**• Students mime animals in front of the classroom, and the rest guess the actions performed by thestudents.• Students prepare posters about how to help animals in their neigborhoods. |  |
| 09-13 | 3 |
| 16-20 | 3 |
| 23-27 | 3 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **MAY** | 30 May – 3 June  | 3 | **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’sDay in Turkey.Chinese wear colorful clothes inChinese New Year.**Naming numbers**numbers 100, 200, …, 1000Children’s DayChinese New YearEidRamadanIndependence Day | **Listening****E5.10.L1.** Students will be able to understandsimple texts about festivals around the world.**Speaking****E5.10.S1.** Students will be able to describe theevents in a festival in a simple way.**Reading****E5.10.R1.** Students will be able to understandvisually supported short texts about festivalsaround the world. | **Contexts**AdvertisementsCartoonsChartsConversationsIllustrationsListsMenusNoticesPostcardsPostersSongsTablesVideos**Tasks/Activities**Chants and SongsDrama (Role Play, Simulation, Pantomime)GamesInformation TransferMaking PuppetsMatchingQuestions and AnswersStorytellingTrue/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** | 06-10 | 3 |
| 3 |
| 13-17  | 3 |

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| **2021 -2022 Eğitim Öğretim Yılı Dönem Sonu** |

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**İngilizce Öğretmeni Okul Müdürü**