**YABANCI DİL (İNGİLİZCE)**

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| **TIME** | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit /**  **Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |  |
| **1.HAFTA 31 AĞUSTOS/4 EYLÜL** |  |
| **Describing the weather (Expressing basic needs)**  What’s the weather like?  —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.  **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 | **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.  **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. | 8  My Clothes | **Contexts**  Advertisements  Captions ,Cartoons,  Charts ,Conversations  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  **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. | **Projects**  Students bring their clothes into the classroom and talk about them. They tell what it is, its color and whether he / she likes it. |  |

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| **2.HAFTA 7 EYLÜL/11 EYLÜL** |  |
| **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 | **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. | **9**  **My Friends** | **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. |  |  |

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| **3.HAFTA 14 EYLÜL/18 EYLÜL** |  |
| **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 | [**Listening**](http://www.egitimhane.com/)  [**E4.10.L1.** Students will be able to recognize](http://www.egitimhane.com/)  [simple words and phrases about food and drinks.](http://www.egitimhane.com/)  [**E4.10.L2.** Students will be able to understand the offers about their basic needs.](http://www.egitimhane.com/)  [**E4.10.L3.** Students will be able to identify others’ needs and feelings in simple oral texts.](http://www.egitimhane.com/)  [**Speaking**](http://www.egitimhane.com/)  [**E4.10.S1.** Students will be able to talk about their basic needs and feelings.](http://www.egitimhane.com/)  [**E4.10.S2.** Students will be able to express others’ feelings and their needs.](http://www.egitimhane.com/) | 10  **Food and Drinks** | **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. |  |  |
| [www.egitimhane.com](http://www.egitimhane.com) | | |  |  |