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| **Unit -8 Fitness** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **3 Hours** | 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… | **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   **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items |

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| **Unit -9 The Animal Shelter** | | | |
|  | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **3 Hours** | 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 -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 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. |

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| **Unit 10 Festivals** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Skills and Learning Outcomes** | **Contexts, Tasks and Assignments** |
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| **3 Hours** | 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.  **Revision of the Academic Year ( optional 2-4 hours)** | **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  **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. |
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