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| **Unit -8 BOOKWORMS** | | | |
|  | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Contexts, Tasks and Assignments** |
|
| **3 Hours** | **Talking about locations of things and**  **people**  Where is s/he?  —S/he is in front of/next to/near/behind/between/under/over  I can’t find my book. Can you help me?  —Look! It is under the bed.  **Talking about past events**  What happened in the library yesterday?  —I read important books.  —I found some interesting information in the magazines.  —I looked up/for some dictionaries.  *author/writer, borrow/lend*  *Bookshelf, dictionary*  *e-book, important*  *information, library*  *look at/for/up*  *magazine*  *newspaper*  *novel*  *poetry*  *story* | **Listening**  **E6.8.L1.** Students will be able to listen to the instructions and locate things.  **E6.8.L2.** Students will be able to understand past events in oral texts.  **Spoken Interaction**  **E6.8.SI1.** Students will be able to talk about the locations of people and things.  **E6.8.SI2.** Students will be able to talk about past events with definite time.  **Spoken Production**  **E6.8.SP1.** Students will be able to describe the locations of people, things, events with definite time.  **Reading**  **E6.8.R1.** Students will be able to understand short, simple sentences and expressions about past events with definite time.  **Writing**  **E6.8.W1.** Students will be able to write about past events, locations of people and things with definite time. | **Contexts**  Brochures, Captions  Cartoons, Conversations  Illustrations, Magazines  Probes/Realia, Podcasts  Posters, Songs  Stories  Videos  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  Find Someone Who…  Games  Information/Opinion Gap  Information Transfer  Matching  Labeling  Questions and Answers  Reordering  Storytelling  True/False/No information  **Assignments**  • Students keep expanding their visual dictionary  by including new vocabulary items. |

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| **Unit -9 SAVING THE PLANET** | | | |
|  | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **3 Hours** | **Giving and responding to simple suggestions**  What should we do to save our world?  —We should save energy.  —We can use less water and electricity.  —We should recycle the batteries.  —We should not harm animals.  —Turn off the lights.  —Don’t waste water.  —Unplug the TV.  *air/water/noise pollution*  *cut down*  *damage*  *garbage*  *electrical device, -s*  *harm*  *litter*  *plug (unplug)*  *recycle*  *rubbish*  *reduce*  *save*  *trash*  *waste* | **Listening**  **E6.9.L1.** Students will be able to recognize appropriate attitudes to save energy and to  protect the environment.  **E6.9.L2.** Students will be able understand suggestions related to the protection of the  environment in simple oral texts.  **Spoken Interaction**  **E6.9.SI1.** Students will be able to give each other suggestions about the protection of the environment.  **Spoken Production**  **E6.9.SP1.** Students will be able to talk to people about the protection of the environment.  **Reading**  **E6.9.R1.** Students will be able to understand the texts about the protection of the environment.  **E6.9.R2.** Students will be able to follow short, simple written instructions.  **Writing**  **E6.9.W1.** Students will be able to write simple pieces about the protection of the environment. | **Contexts**  Advertisements, Cartoons, Charts  Conversations, Illustrations  Lists, Notices, Picture strip story  Postcards, Posters, Songs, Stories  Tables, Videos, Websites  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  Find Someone Who…  Games  Information/Opinion Gap  Information Transfer  Labeling  Matching  Question and Answer  Reordering  Storytelling  True/False/No information  **Assignments**  • Students prepare slogans/notes/posters about  saving energy at school and hang them on the  walls. |

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| **Unit 10 DEMOCRACY** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Skills and Learning Outcomes** | **Contexts, Tasks and Assignments** |
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| **3 Hours** | **Talking about stages of a procedure**  You should ...  choose your candidate.  talk about your plans/opinions.  respect others. write the name of the candidate. fold the paper. put it into the ballot box.  **Making simple inquiries**  Are you a candidate?  Who is your candidate?  Do you support Ahmet in the election?  Who do you support in the election?  Talking about past events  —We had an election in our school.  —We elected our classroom president.  —Our classroom president gave us a speech.  *Ballot, box, es, campaign, -s candidate, -s,child/human right, election, fair law, make/give a speech, president*  *poll, public, respect, republic*  *vote* | **Listening**  **E6.10.L1.** Students will be able to recognize some key features related to the concept of democracy.  **Spoken Interaction**  **E6.10.SI1.** Students will be able to talk about the stages of classroom president polls.  **Spoken Production**  **E6.10.SP1.** Students will be able to give short descriptions of past and present events.  **E6.10.SP2.** Students will be able to talk about the concept of democracy.  **Reading**  **E6.10.R1.** Students will be able to recognize familiar words and simple phrases related to the concept of democracy.  **Writing**  **E6.10.W1.** Students will be able to write simple pieces about concepts related to democracy.  **Revision of the Academic Year ( optional 2-4 hours)** | **Contexts**  Advertisements, Cartoons, Charts  Conversations, Illustrations  Lists, Notices, Picture strip story  Postcards, Posters, Songs, Stories  Tables, Videos, Websites  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  Find Someone Who…  Games  Information/Opinion Gap  Information Transfer  Labeling, Matching  Question and Answer  Reordering, Storytelling  True/False/No information  **Assignments**  • Students complete and reflect on their visual dictionaries.  • Students work in groups and create an election campaign poster for classroom presidency |
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