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| **ANTALYA İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ****ÖRNEKTİR****2014-2015 EĞİTİM-ÖĞRETİM YILI ………………………..ORTAOKULU****4. SINIFLAR İNGİLİZCE DERSİ UNITLENDİRİLMİŞ YILLIK DERS PLANI** |
| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **SEPTEMBER** | **15-19.09.2014** | **3** | **UNIT 1** ***In the******Classroom*** | **Apologizing****Asking for permission****Making simple requests****Telling someone what to do****Listening**• Students will be able to understand short and clearspeech on making requests and asking for permission.• Students will be able to recognize simple classroominstructions.• Students will be able to recognize numbers twentythrough one hundred.**Speaking**• Students will be able to interact with their classmatesthrough asking for and giving permission in short sentencesand phrases.• Students will be able to make requests and tell otherswhat to do using rehearsed simple phrases and shortsentences.• Students will be able to give and respond to simpleinstructions verbally.• Students will be able to count to one hundred.**Intercultural Awareness**• Students will be able to say ‘thank you’ in different* languages.
 | eraser,-sjoinleavepencil case, -spencil sharpener, -sruler, -sstaytaketurn on/offNumbers 21-100May I come in?— Yes, you may.— Sure/Of course.— Sorry, not right now.Give me the book, please.— Excuse me?— Here you are.— Say that again, please.Please come in.The pencil, please.Clean the board, please.Turn around, please.Quiet, please.Shukran, Merci, Gracias, Grazie,Danke, Efharisto, Arigato. | **Texts**CaptionsCartoonsChartsConversationsIllustrationsInstructionsListsNotes and MessagesNoticesPostersSignsSongsTables**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesListeningMatchingPuppetsQuestions and AnswersReal-life TasksReorderingRole-Play and SimulationsSpeakingSynonyms and AntonymsTPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | İlköğretim Haftası | **Projects**• Students preparesimple puppets andpractice how to askfor permission, makerequests and tellsomeone what to do.• Students prepare aposter of classroomrules with a list ofsimple instructionsand visuals.**Dossier**• Students start fillingin the European LanguagePortfolio.. |
| **22-26.09.2014** | **3** |
| **OCTOBER** | **29.09/03.10.2014** | **3** |
| **08-10.10.2014** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **OCTOBER** | **13-17.10.2014** | **3** | **UNIT 2** ***Children’s******Day*** | **Describing characters/people****Identifying countries and nationalities****Making simple inquiries****Talking about locations of things****Listening**• Students will be able to recognize personal informationabout other people such as where they are from andwhere they live.• Students will be able to identify different people’spersonal possessions.**Speaking**• Students will be able to ask and answer questionsabout people, their nationalities and home countries ifarticulated slowly and clearly.**Intercultural Awareness**• Students will be able to identify flags and national* dress of different countries.
 | Countries and nationalities (Turkey/Turkish, etc.)AfricaAmericaAsiaAustraliaEuropeAre you British?— No, I’m not.Is she Russian?— Yes, she is.— No, she isn’t.— I think so.— I don’t think so.Where is Germany?— It’s in Europe.Where are you from?Where is she from?— She is from Germany.She lives in Turkey.Look at the girl with the red kimono.Is she from Japan?— Maybe. / I think so. | **Texts**CaptionsCartoonsChartsConversationsIllustrationsInstructionsListsMapsPicture DictionariesPostcardsPostersProductsRhymesSongsTables**Activities**Arts and CraftsChants and SongsCognatesCommunicative tasksDrama/MimingDrawing and coloringFlashcardsGamesLabelingListeningMatchingPuppetsQuestions and answersReal-life TasksReorderingRole-play and SimulationsSpeakingStorytellingTPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | Kızılay Haftası**Cumhuriyet Bayramı** | **Projects**• Students preparefinger puppets (ofdifferent nationalities)and practiceshort dialoguesabout where they arefrom and where theylive.• Students preparea “Children’s Day”picture illustratingchildren around theworld. |
| **20-24.10.2014** | **3** |
| **27-31.10.2014** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **NOVEMBER** | **03-07.11.2014** | **3** | **UNIT 3*****Free Time*** | **Expressing likes and dislikes****Making simple inquiries****Making simple requests****Listening**• Students will be able to understand the gist and keyinformation in short, recorded passages of people talkingabout their likes and dislikes.**Speaking**• Students will be able to say what they like doing.• Students will be able to ask people questions aboutwhat they like and answer such questions addressed tothem provided they are articulated slowly and clearly.**Compensation Strategy**• Students will be able to ask others to repeat what they* have said or to talk slowly.
 | coloring book, -sdrawingflying a kiteplaying ...... with marbles... chess... table tennisreading comicsriding a bikewatching cartoonsDo you like dancing?— Yes, I do.Do you like watching cartoons?— No, I don’t.I like reading.I like swimming.I don’t like playing chess.I like singing.I like learning English.I like my friends and my teacher.Repeat, please?Pardon?Slowly, please. | **Texts**CaptionsCartoonsChartsConversationsIllustrationsNoticesPicture DictionariesPoemsPostersRhymesSongsStoriesTables**Activities**Arts and CraftsChants and SongsCognatesCommunicative TasksDrama/ MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingQuestions and AnswersReal-life TasksRole-Play and SimulationsSpeakingTPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **10 KASIM****Atatürk’ü Anma Günü****Atatürk Haftası****24 KASIM****Öğretmenler Günü** | **II. DÖNEM****I. SINAV****Projects**• Students preparea questionnaire(find someonewho ...) on identifyingothers’likes and dislikes,and apply it inthe classroom/atschool.• Students preparea chart illustratingtheir most popularfree time activitiesand hobbies in theclass. |
| **10-14.11.2014** | **3** |
| **17-21.11.2014** | **3** |
| **24-28.11.2014** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **DECEMBER** | **01-05.12.2014** | **3** | **UNIT 4*****Cartoon******Characters*** | **Expressing ability and inability****Making simple inquiries****Talking about possessions****Listening**• Students will be able to get the main idea when peopledescribe their own or others’ abilities in clear and shortsentences.• Students will be able to recognize what others possessprovided that the speech is clear, short and slow.**Speaking**• Students will be able to talk about their own and others’possessions.• Students will be able to deliver a very brief speechabout their own and other people’s abilities when they* are given time for advance preparation.
 | carrycatchclimb a treecookdivedo puzzlesdriveplay ...... the guitar/the piano, etc.ride a horsetake picturesCan he jump?— Yes, he can/No, he can’t.Can you speak English?— Yes, I can.He can’t ride a bike, but I can.He can swim.I can read English books.This is my guitar, and I can play it.Is this your flute?Can you play the piano?These are his/her books.My hero can/can’t ...Your cartoon character can/can’t ... | **Texts**CaptionsCartoonsChartsConversationsIllustrationsNoticesPicture DictionariesPoemsPostersProductsRhymesSongsStoriesTables**Activities**Arts and CraftsChants and SongsCognatesCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesListeningMatchingPuppetsQuestions and AnswersRole-Play and SimulationsSpeakingStorytellingTPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation |  | **Projects**• Students draw andpresent an imaginaryhero with superpowers.• Students prepare aposter about “amazinganimals” andwhat they can do. |
| **08-12.12.2014** | **3** |
| **15-19.12.2014** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **DECEMBER** | **22-26.12.2014** | **3** | **UNIT 5*****My Day*** | **Describing what people do regularly****Making simple inquiries****Telling the time, days and dates****Listening**• Students will be able to extract the gist and relevantspecific information in short recorded passages aboutpredictable everyday routines which are spoken slowlyand clearly.• Students will be able to recognize the time in shortand clear speech.**Speaking**• Students will be able to give personal information onthe daily routines they do at different times of the day.• Students will be able to ask and answer and initiateand respond to simple statements about their daily routines.• Students will be able to ask and answer about the* time.
 | do homeworkget dressedgo ...... shopping... to the playground... to bedhave ...... a shower... breakfast/lunch/dinnermeet friendswake upwashat noon/nightin the morning/afternoonI wake up in the morning. I havebreakfast with my mother andbrother.I meet my friends at school.I go to the playground in the afternoon.I go shopping with my mom.I do my homework.I go to bed at night.What do you do at noon?— I have lunch at school.What time is it?— It’s 7 o’clock.— It’s 4:40.— It’s 2:25. | **Texts**AdvertisementsCaptionsCartoonsChartsConversationsFablesFairy talesIllustrationsListsNotes and MessagesPicture DictionariesPoemsPostcardsPostersProductsRhymesSongsStoriesTables**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesListeningMatchingPuppetsQuestions and AnswersReal-life TasksReorderingRole-Play and SimulationsSpeakingStorytellingTPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation |  | .**Projects**• Students prepare atimetable showingwhat they do duringthe day and presenttheir daily routinesto the class.• Students prepare“daily activities”cards (collage/drawing) and play aTPR and guessinggame by miming theactions on the cardsthey have picked up.• Students preparea clock as a craftactivity to practicetime and numbers.**I. DÖNEM****II. SINAV** |
| **29.12.2014/02.01.2015** | **3** |
| **JANUARY** | **05-09-01.2015** | **3** |
| **12-16.01.2015** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **FEBRUARY** | **19-23.01.2015** | **3** | **UNIT 6** ***Doing******Experiments*** | **Giving and responding to simple instructions****Making simple inquiries****Talking about locations****Telling someone what to do****Listening**• Students will be able to understand and follow simpleinstructions if addressed to them slowly.• Students will be able to recognize phrases/descriptionsabout locations.**Speaking**• Students will be able to give short, basic instructions.• Students will be able to describe locations of peopleand things.• Students will be able to ask and answer questionsabout locations of objects.• Students will be able to ask and answer very simpleclarification questions through short expressions ormimes and actions.**Compensation Strategy**• Students will be able to ask for an English word that* they do not know.
 | box, -esbrush, -escover, -sexperiment, -sfoldmixplant, -sscientist, -sshakestirCut the paper.Don’t cut it now!Fold it.Mix black and white, and you getgray.Plant it.Water it.Where is the brush?— It’s in front of the bottle.— Behind the box— Near that glass.What is ...?What is .... in English? | **Texts**CaptionsCartoonsChartsConversationsIllustrationsInstructionsListsPicture DictionariesPoemsPostersProductsRhymesSongsTables**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingQuestions and AnswersReal-life TasksReorderingRole-Play and SimulationsSpeakingTPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Sivil Savunma Günü** | **Quiz or Exam****Project**• Students preparea poster illustratingthe steps of an experimentwith simpleinstructions. |
| **09-13.02.2015** | **3** |
| **16-20.02.2015** | **3** |
| **23-27.02.2015** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **MARCH** | **02-06.03.2015** | **3** | **UNIT 7** ***Jobs*** | **Describing what people do regularly****Expressing likes and dislikes****Making simple inquiries****Listening**• Students will be able to identify other people’s jobs,likes and regular activities when stated in clear andshort sentences.**Speaking**• Students will be able to talk about other people’s jobs,regular activities and likes in simple sentences.• Students will be able to ask and answer questions onwhat people do regularly and what they like doing usingshort sentences and phrases.**Compensation Strategy**• Students will be able to start and continue a conversationby using simple phrases and sentences, along with* mimics and gestures, to make their meaning clear
 | businessman, -menchef, -sdancer, -sfarmer, -sfireman, -menpilot, -spoliceman, -menpolicewoman, -womensinger, -steacher, -svet, -swriter, -sat the police stationWhat is your job?— I’m a doctor. I work at a hospital.— I’m a farmer. I like animals and Iwork on a farm.What does she do?What does she like?— She’s a teacher, and she likesteaching children.Where does she work?— at a post office. | **Texts**AdvertisementsCaptionsCartoonsChartsConversationsIllustrationsListsPicture DictionariesPoemsPostersProductsRhymesSongsStories**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingPuppetsQuestions and AnswersReorderingRole-Play and SimulationsSpeakingStorytellingTPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Atatürk’ün Antalya’ya Gelişi****Yeşilay****Haftası****8 Mart Dünya Kadınlar Günü****İstiklâl Marşı’nın Kabulü ve Mehmet Akif ERSOY’u Anma Günü****18 MART****Çanakkale Zaferi****Şehitler****Günü** | .**Projects**• Students preparea collage aboutpeople’s jobs andwhere they work.• Students preparea visual (with photosand drawings)to be displayedabout their parentsand their jobs.• Students preparea poster illustratingthemselves doingtheir dream jobs. |
| **09-13.03.2015** | **3** |
| **16-20.03.2015** | **3** |
| **23-27.03.2015** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **APRIL** | **30.03.2015****03.04.2015** | **3** | **UNIT 8** ***My Clothes*** | **Accepting and refusing****Describing the weather****Expressing basic needs****Making simple inquiries****Making simple requests****Naming common objects****Naming the seasons of the year****Telling people what to do****Listening**• Students will be able to understand the essential informationin short recorded passages dealing with predictable,everyday matters (clothes and weather conditions)which are spoken slowly and clearly and when there isvisual support.• Students will be able to recognize the names of theseasons in short and clear speeches.**Speaking**• Students will be able to describe the weather.• Students will be able to name the seasons.• Students will be able to ask and answer simple questionsand initiate and respond to simple statements inareas of immediate need or on very familiar topics (e.g.,the weather).• Students will be able to ask people for things and give* people things.
 | boot, -sdress, -esglove, -shat, -sjeansshoe, -sskirt, -ssock, -ssunglassestrousersborrowput onwearautumn/fallspringsummerwinterWhat’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 Ankarain winter?— It’s cold and snowy.May/Can I borrow your umbrella?— Here you are.— No, sorry, it’s broken. | **Texts**AdvertisementsCaptionsCartoonsChartsConversationsFablesIllustrationsListsNotes and MessagesPicture DictionariesPoemsPostcardsPostersRhymesSignsSongsStoriesTables**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingQuestions and AnswersReal-life TasksReorderingRole-Play and SimulationsSpeakingStorytellingSynonyms and AntonymsTPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** | **II. DÖNEM****I. SINAV****Projects**• Students preparea seasonal weatherchart/ table andclassify the clothesthey wear underthe correspondingseasons.• Students dressup a card figureaccording to oneseason and labelthe clothes.• Students preparea puppet with seasonalclothes anddescribe him/her(video recording issuggested). |
| **06-10.04.2015** | **3** |
| **13-17.04.2015** | **3** |
| **20-24.04.2015** | **3** |

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| **MONTH** | **WEEK** | **S** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **APRIL** | **27-30.04.2015** | **3** | **UNIT 9** ***My Friends*** | **Describing characters/people****Making simple inquiries****Talking about possessions****Listening**• Students will be able to understand the main point inshort, clear, simple messages and announcements (e.g.,describing people and their features).**Speaking**• Students will be able to describe their friends andother people (family members, teachers, etc.).• Students will be able to ask and answer about otherpeople’s physical characteristics and personality. | beardcelebritydarkcheerfulenergeticfairfamousfrecklesfriendlyfunnynicepoliterudeshort/tallshystraightwavyWhat is she like?She is quiet and hardworking.What does he look like?He has curly hair and a moustache.He has blue eyes.His legs are very long.I have brown hair.She is/isn’t very friendly.My best friend is cheerful and energetic.My mother is tall and slim, and shehas a lovely smile. | **Texts**AdvertisementsCaptionsCartoonsChartsConversationsFablesFairy talesIllustrationsListsPicture DictionariesPoemsPostcardsPostersProductsRhymesSongsStoriesTables**Activities**Arts and CraftsChants and SongsCommunicative TasksDrawing and ColoringFlashcardsLabelingListeningMatchingPuppetsQuestions and AnswersReal-life TasksReorderingRole-Play and SimulationsSpeakingStorytellingSynonyms and AntonymsTPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Müzeler Haftası****Atatürk'ü Anma ve Gençlik ve Spor Bayramı** | **Quiz or Exam****Projects**• Students preparea poster abouta friend or familymember usingphotos and simplephrases.• Students work inpairs. One studentdescribes his/herfavorite celebrity(e.g., Her hair iscurly. / He is talland thin.) and theother draws a picturebased on thedescription. |
| **MAY** | **04-08.05.2015** | **3** |
| **11-15.05.2015** | **3** |
| **18.-22.05.2015** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **MAY** | **25-29.05.2015** | **3** | **UNIT 10** ***Food*** ***and******Drinks*** | **Accepting and refusing****Expressing basic needs****Expressing feelings****Making simple inquiries****Making simple requests****Listening**• Students will be able to recognize simple words andphrases about food and drinks.• Students will be able to comprehend offers about theirbasic needs.• Students will be able to identify others’ needs andfeelings if stated in simple and clear speech.**Speaking**• Students will be able to ask and answer questions, initiateand respond to simple statements about their basicneeds and feelings• Students will be able to express how they feel andwhat they want in simple and short sentences andphrases.**Intercultural Awareness**• Students will be able to identify popular food acrosscultures. | breadbuttercheesecupcake, -shoneymilkolive, -spastasoupteanow/laterAre you hungry?— Yes, I am, and I want some ...,please.— No, I’m not hungry.Do you want a sandwich?Want a sandwich?Would you like a sandwich?— No, thanks. I’m full.— Yes, please.What about an apple?— Not now, thanks.— No, thanks, maybe later.Is she thirsty?— Yes, she is. / No, she isn’t.I want some milk, please.Pizza, sushi, kebab, fish and chips,Turkish delightPizza is an Italian food. | **Texts**AdvertisementsCaptionsCartoonsConversationsCouponsIllustrationsListsMenusPicture DictionariesPostersProductsRhymesSignsSongsStoriesTables**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingQuestions and AnswersReal-life TasksRole-Play and SimulationsSpeakingStorytellingTPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation |  | **II. DÖNEM****II. SINAV****Projects**• Students prepare acard game of matchingpairs of picturesof food and drinks toplay individually orin groups.• Students preparea menu for an imaginaryrestaurant byusing drawings andvisuals.**Dossier**• Students completeand hand in theEuropean LanguagePortfolio. |
| **JUNE** | **01-05.06.2015** | **3** |
| **08-12.06.2015** | **3** |

**Bu Yıllık Plan Örnek Mahiyetinde hazırlanmış olup, okulun çevre, fiziki koşullarına, öğrencilerinin performans durumuna, kullanılan yöntem, teknik ve kaynaklarına göre okul, ders zümrelerince konu sırası değiştirilmemek koşuluyla yeniden düzenlenip Okul Müdürünün onayından sonra yürürlüğe girecektir.**

 İngilizce Öğrt. İngilizce Öğrt. İngilizce Öğrt. UYGUNDUR

 ……/09/2014

 OKUL MÜDÜRÜ