**……………………………………………………..…………………. PRIMARY SCHOOL ………. / …… ACADEMIC YEAR ENGLISH LESSON 5th GRADE YEARLY PLAN**

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **CONTENT** | **FUNCTIONS & OBJECTIVES** | **ATATURKÇULUK** | **METHODS**  **& TECHNIQUES** | **MATERIALS** | **ASSESSMENT** |
| **SEPTEMBER & OCTOBER** | **(16-20) & (23-27) & (30-4) & (07-11)** | **3 + 3 + 3 + 3** | **UNIT 1: MY DAILY ROUTINES** | What time is it?  - It's one o'clock.  I get up at seven o'clock but my partner gets up at eight o'clock.  What do you have for breakfast?  - I have a toast for breakfast.  How does he go to school?  - He goes to school by school bus. | **Functions**  Describing what people do regularly  Making simple inquiries  Telling the time, days and dates  **Listening**  • Students will be able to understand the essential information from short, recorded passages dealing with routines,  which are spoken slowly and clearly.  • Students will be able to understand the time.  **Speaking**  • Students will be able to ask and answer simple questions related to daily routines, but communication is dependent  on repetition, rephrasing and repairs.  • Students will be able to use simple sentences and phrases to talk  about their and their family member’s/friends’ daily routines and tell the time with pausing to search for expressions and less familiar words.  **Reading**  • Students will be able to comprehend short, simple texts describing daily routines.  **Compensation Strategies**  • Students will be able to make use of visual aids while listening or reading to aid understanding. |  | Communicative  Approach  TPR  Repetition  Role plays  Drama and Miming  Playing games | Student's books Workbook Pictures Dialogues  CD Player | **Project**  Prepare a picture story of your family's daily  routines and report it to your classmates.  **DOSSIER**  Start filling in the European Language Portfolio.  Quiz |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **CONTENT** | **FUNCTIONS & OBJECTIVES** | **ATATURKÇULUK** | **METHODS**  **& TECHNIQUES** | **MATERIALS** | **ASSESSMENT** |
| **OCTOBER & NOVEMBER** | **(21-25) & (28-01) & (04-08)** | **3 + 3 + 3** | **UNIT 2: MY TOWN** | I live in Washington. It's the capital of the USA.  Where is Tony?  - He is at the cafe.  The hotel is between the cafe and the hospital.  How can I get to the bakery?  - Go straight ahead. Walk past the car park. It's on the right next to the barber. | **Function**  Making simple inquires  Talking about locations of things  Telling someone what to do  **Listening**  Students will be able to understand simple directions from X to Y.  **Speaking**  Students will be able to ask people questions about the locations of place.  Students will be able to give directions provided that their interlocutor helps them.  **Reading**  Students will be able to understand information about where important places are.  **Compensation Strategies**  Students will be able to recognize the rise of intonation to ask for clarification | 29 Ekim Cumhuriyet Bayramı | Communicative  Approach  TPR Repetition  Listening  Drama and Miming  Matching Role plays Question&Answer Playing games  Real life tasks | Student's books  Workbook  Pictures  Game board  CD Player | **Project**  Draw a map of your neighbourhood of your city/town. Give directions to  different two places.  Quiz |

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| **NOVEMBER** | **(11-15) & (18-22) & (25 - 29)** | **3 + 3 + 3** | **UNIT 3: HELLO** | I have Maths, English and  Science on Monday.  I am from Germany. I am  German.  How old are you?  - I am ten years old.  What is your favourite lesson?  - Spanish.  Where is she from?  - She is from Turkey.  Is she ten years old?  - Yes, she is. | **Functions**  Describing characters/people Expressing ability and inability Expressing likes and dislikes Greeting and meeting people  Identifying countries and nationalities  Making simple inquiries  **Listening**  • Students will be able to understand simple personal information.  **Speaking**  • Students will be able to introduce themselves and other people.  • Students will be able to ask for and provide simple personal information.  **Reading**  • Students will be able to read picture stories, conversations and cartoons about personal information.  • Student will be able to read their time table for their lessons.  **Intercultural Awareness**  • Students will develop an awareness of world languages. | 10 Kasım Atatürk'ü Anma Günü | Communicative  Approach  Matching  Repetition  Ordering Completion Question&Answer Playing games  Listening  Role play | Student's books  Workbook Pictures Dialogues CD Player |  |
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| **PROJECT**  What do they mean in different languages? Choose a foreign language and learn the phrases in this language?  I.Written Exam |

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| **DECEMBER** | **(02-06) & (09-13) & (16-20) & (23-27)** | **3 + 3 + 3 + 3** | **UNIT 4: GAMES AND HOBBIES** | I like playing chess but I don't like doing puzzles.  What can we play?  - We can play tag.  His favourite activity is riding horse.  Let's play taboo.  - That's a great idea. | **Functions**  Describing what people do regularly  Expressing ability and inability  Expressing likes and dislikes  Making simple inquiries  **Listening**  • Students will be able to comprehend conversations  on people’s hobbies, likes, dislikes, and abilities  provided that their interlocutor speaks clearly and slowly.  **Speaking**  • Students will be able to ask and answer questions in  a simple way regarding hobbies, likes, dislikes, and abilities.  • Students will be able to give information about other  people’s hobbies and abilities using simple phrases and sentences.  **Reading**  • Students will be able to follow a simple story provided that it has visual aids.  **Intercultural Awareness**  • Students will be able to see the commonalities in terms of children’s games in different countries. |  | Communicative  Approach  TPR Question&Answer  Matching Listening Reading  Singing  Describing  Categorizing Interviewing Playing game | Student's books  Workbook  Pictures Dialogues CD Player Game board Song | **PROJECT** Prepare a poster about children's game in the world.  Quiz |

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| **DECEMBER & JANUARY** | **(30-03) & (06-10) & (13-17) & (20-24)** | **3 + 3 + 3 + 3** | **UNIT 5: HEALTH** | Do sports every day.  Brush your teeth at least twice every day.  What's the matter with Lenny?  - She has a cough.  She has a high fever and a sore throat. She feels cold and she needs her blanket. She has a cold.  Joseph has the flu, he should take  Vitamin C. | **Functions**  Expressing basic needs  Expressing feelings  Making simple suggestions  Talking about possessions Telling someone what to do **Listening**  • Students will be able to identify everyday illnesses and understand some of the suggestions made.  **Speaking**  • Students will be able to ask and answer simple questions to  express basic needs and feelings provided the other person uses gestures when necessary.  • Students will be able to use simple phrases and sentences to  express how they feel, what illness they have, and what they need.  **Reading**  • Students will be able to comprehend short, simple texts about  illnesses and people’s needs and feelings, especially when they are accompanied by pictures. |  | Communicative  Approach  TPR Labeling  Reading  Matching  Preparing poster  Listening  Real life tasks Role play Singing  Completion  Information gap  Role play | Student's books  Workbook Pictures Dialogues Text  CD Player  Song | **PROJECT**  Prepare a picture story as in the example. Tell your needs and feelings when you are ill.  II.Written Exam |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **CONTENT** | **FUNCTIONS & OBJECTIVES** | **ATATURKÇULUK** | **METHODS**  **& TECHNIQUES** | **MATERIALS** | **ASSESSMENT** |
| **FEBRUARY & MARCH** | **(10-14) & (17-21) & (24-28) & (03-07)** | **3 + 3 + 3 + 3** | **UNIT 6: MOVIES** | I like detective films. I think they are exciting.  What kinds of movies do you like? Why?  - I like comedy films because they are entertaining.  What time is Toy Story on?  - It' at half past six.  How much is a ticket?  - It's £8. | **Functions**  Describing characters/people  Describing what people do  Expressing dislikes Making simple inquiries Stating personal opinions  Telling the time, days and dates  **Listening**  • Students will be able to follow slow and carefully articulated speech describing movie characters and movie types.  **Speaking**  • Students will be able to ask and answer simple questions and  people’s likes and dislikes regarding movies with pauses and help from their interlocutors.  • Students will be able to use simple phrases and sentences to  state personal opinions about movies and movie characters.  **Reading**  • Students will be able to comprehend phrases and simple  sentences in short texts, on posters and advertisements related to movies.  **Intercultural Awareness**  • Students will develop an awareness of movies as an  international art form and develop positive attitudes towards movies from different countries. |  | Communicative  Approach  Matching  Reading  Information gap  Question&Answer  Preparing poster Giving opinion Analyzing Description  Doing crossword  Role plays Real life tasks Listening Reading | Student's books  Workbook Pictures Dialogues CD Player  Brochures  Posters  Crossword | **PROJECT**  Work in groups. Prepare a film poster. Describe the characters in the movie.  Quiz |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **CONTENT** | **FUNCTIONS & OBJECTIVES** | **ATATURKÇULUK** | **METHODS**  **& TECHNIQUES** | **MATERIALS** | **ASSESSMENT** |
| **MARCH** | **(10-14) & (17-21) & (24-28)** | **3 + 3 + 3** | **UNIT 7: PARTY TIME** | When is your birthday?  - It's in January.  Can you come to my birthday party?  I need some CDs. Can you bring me some CDs?  - Yes, of course. | **Functions**  Asking for permission  Expressing and responding to thanks  Expressing basic needs  Expressing likes and dislikes Expressing obligation Greeting and meeting people Making simple inquiries  Telling the time, days and dates  **Listening**  • Students will be able to understand simple requests for  permission and their responses delivered at a slow pace, without background noise.  **Speaking**  • Students will be able to ask for permission to do simple, everyday, concrete actions and respond in simple sentences.  • Students will be able to use basic greetings and leave-taking  expressions.  **Reading**  • Students will be able to understand short texts with visual aids such as cartoons, posters and birthday cards. |  | Communicative  Approach  TPR  Making survey Question&Answer Reading Completion Information gap Listening  Real life tasks  Role plays | Student's books  Workbook  Pictures  Dialogues CD Player Invitation Cards | **PROJECT**  Prepare a calendar in English. Mark birthdays of your family members and friends in each month.  Quiz |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **CONTENT** | **FUNCTIONS & OBJECTIVES** | **ATATURKÇULUK** | **METHODS**  **& TECHNIQUES** | **MATERIALS** | **ASSESSMENT** |
| **MARCH & APRIL** | **(31-04) & (07-11) & (14-18) & (21-25)** | **3 + 3 + 3 + 3** | **UNIT 8: FITNESS** | What fitness activity do you like?  - I like cycling.  I like jogging but my partner doesn't like jogging.  Let's do yoga.  - It's a good idea. / Ohh, no I  don't like doing yoga.  Can you fill in this form?  - Of course.  Sorry, could you repeat your age, please?  I can do sit-ups but I can't do chin ups. | **Functions**  Expressing ability and inability  Expressing obligation Making simple inquiries Making simple requests  Making simple suggestions  **Listening**  • Students will be able to understand simple speech about physical exercise and invitations.  **Speaking**  • Students will be able to ask and answer requests for personal information.  • Students will be able to make suggestions for a limited number of activities and accept or decline such suggestions with simple, set language patterns.  • Students will be able to give simple personal information.  **Reading**  • Students will be able to understand stories with short sentences and phrases about other people’s favorite sports activities.  **Compensation Strategies**  • Students will be able to ask other people to repeat what they have said when they do not understand. | 23 Nisan Ulusal  Egemenlik ve  Çocuk Bayramı | Communicative  Approach  TPR  Question&Answer Doing crossword Reading  Ordering Matching Completion  Information gap Unscrambling Listening  Role play  Real life tasks  Filling forms  Making questionaire | Student's books Workbook Pictures  Picture story CD Player Advertisements Crosswords  Forms  Questionaires | **PROJECT**  Write an e-mail to your friend. Invite him/her to work out together.  I.Written Exam |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **CONTENT** | **FUNCTIONS & OBJECTIVES** | **ATATURKÇULUK** | **METHODS**  **& TECHNIQUES** | **MATERIALS** | **ASSESSMENT** |
| **APRIL & MAY** | **(28-02) & (05-09) & (12-16) & (19-23)** | **3 + 3 + 3 + 3** | **UNIT 9: THE ANIMAL SHELTER** | Danny is doing homework. Shin is watching TV.  There is a lake. The ducks are swimming in the lake.  What is Adam doing?  - He is working with the rabbits.  Can I feed the dog?  - Not now, because it is not hungry. | **Functions**  Asking for permission  Describing what people are doing now  Making simple inquiries  **Listening**  • Students will be able to comprehend descriptions of what people are doing at the moment.  **Speaking**  • Students will be able to ask what people are doing at the moment and answer such questions addressed to them provided that the other person speaks slowly and clearly.  • Students will be able to ask for permission using set phrases.  • Students will be able to use simple phrases and sentences to describe what other people are doing at the moment related to animals.  **Reading**  • Students will be able to comprehend short, simple texts such as cartoons and stories about what people are doing at the moment.  **Compensation Strategies**  • Students will be able to use body language to get their meaning across when their language fails to do so. | 19 Mayıs Atatürk'ü Anma ve Gençlik ve Spor Bayramı | Communicative  Approach  TPR  Description Listening Multiple choice  Role play  Reading True/False Matching  Information gap  Question&Answer Categorizing Identification Making posters Playing games | Student's books Workbook Pictures Dialogues  CD Player  Picture story Posters Game board Dice | **PROJECT** Observe and take a picture of animals around you. Write a short report of what they are doing.  Quiz |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **CONTENT** | **FUNCTIONS & OBJECTIVES** | **ATATURKÇULUK** | **METHODS**  **& TECHNIQUES** | **MATERIALS** | **ASSESSMENT** |
| **MAY & JUNE** | **(26-20) & (02-06) & (09-13)** | **3 + 3 + 3** | **UNIT 10: FESTIVALS** | Today is 23rd April. We celebrate National Sovereignty and Children's Day.  Numbers from 1 to 1000  When is Halloween Festival?  - It is on 31st October.  When do Mexicans celebrate  Cinco de Mayo?  - They celebrate it on 5th May.  We visit our relatives and kiss their hands on Ramadan Festival. | **Functions**  Describing what people do regularly  Making simple inquiries  Naming numbers  **Listening**  • Students will be able to understand simple texts on what people do regularly around the world to celebrate festivals.  **Speaking**  • Students will be able to describe what people do in a festival using short sentences with pauses.  **Reading**  • Students will be able to understand visually supported short texts.  **Intercultural Awareness**  • Students will develop an awareness of different festivals around the world and different ways of celebrating festivals. |  | Communicative  Approach  Question&Answer  Listening Eliciting Matching Information gap Describing  Real life tasks  Reading Ordering Playing games | Student's books Workbook Pictures Dialogues  CD Player  Texts  Game board  Dice | **PROJECT** Work in groups. Prepare a poster on a festival. Present your poster to your classmates.  I. Written Exam  Finishing the completion of students' dossier  Evaluating students' dossier |