**……………………………………………………..…………………. 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 regularlyMaking simple inquiriesTelling 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 dependenton repetition, rephrasing and repairs.• Students will be able to use simple sentences and phrases to talkabout 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. |  | CommunicativeApproachTPRRepetitionRole playsDrama and MimingPlaying games | Student's books Workbook Pictures DialoguesCD Player | **Project**Prepare a picture story of your family's dailyroutines and report it to your classmates.**DOSSIER**Start filling in the European Language Portfolio.Quiz |

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| **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 inquiresTalking about locations of thingsTelling 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 | CommunicativeApproachTPR RepetitionListeningDrama and MimingMatching Role plays Question&Answer Playing gamesReal life tasks | Student's booksWorkbookPicturesGame boardCD Player | **Project**Draw a map of your neighbourhood of your city/town. Give directions todifferent two places.Quiz |

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| **NOVEMBER** | **(11-15) & (18-22) & (25 - 29)** | **3 + 3 + 3** | **UNIT 3: HELLO** | I have Maths, English andScience on Monday.I am from Germany. I amGerman.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 peopleIdentifying countries and nationalitiesMaking 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 | CommunicativeApproachMatchingRepetitionOrdering Completion Question&Answer Playing gamesListeningRole play | Student's booksWorkbook 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 regularlyExpressing ability and inabilityExpressing likes and dislikesMaking simple inquiries**Listening**• Students will be able to comprehend conversationson people’s hobbies, likes, dislikes, and abilitiesprovided that their interlocutor speaks clearly and slowly.**Speaking**• Students will be able to ask and answer questions ina simple way regarding hobbies, likes, dislikes, and abilities.• Students will be able to give information about otherpeople’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. |  | CommunicativeApproachTPR Question&AnswerMatching Listening ReadingSingingDescribingCategorizing Interviewing Playing game | Student's booksWorkbookPictures 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 takeVitamin C. | **Functions**Expressing basic needsExpressing feelingsMaking simple suggestionsTalking 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 toexpress basic needs and feelings provided the other person uses gestures when necessary.• Students will be able to use simple phrases and sentences toexpress how they feel, what illness they have, and what they need.**Reading**• Students will be able to comprehend short, simple texts aboutillnesses and people’s needs and feelings, especially when they are accompanied by pictures. |  | CommunicativeApproachTPR LabelingReadingMatchingPreparing posterListeningReal life tasks Role play SingingCompletionInformation gapRole play | Student's booksWorkbook Pictures Dialogues TextCD PlayerSong | **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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| **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/peopleDescribing what people doExpressing dislikes Making simple inquiries Stating personal opinionsTelling 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 andpeople’s likes and dislikes regarding movies with pauses and help from their interlocutors.• Students will be able to use simple phrases and sentences tostate personal opinions about movies and movie characters.**Reading**• Students will be able to comprehend phrases and simplesentences in short texts, on posters and advertisements related to movies.**Intercultural Awareness**• Students will develop an awareness of movies as aninternational art form and develop positive attitudes towards movies from different countries. |  | CommunicativeApproachMatchingReadingInformation gapQuestion&AnswerPreparing poster Giving opinion Analyzing DescriptionDoing crosswordRole plays Real life tasks Listening Reading | Student's booksWorkbook Pictures Dialogues CD PlayerBrochuresPostersCrossword | **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 permissionExpressing and responding to thanksExpressing basic needsExpressing likes and dislikes Expressing obligation Greeting and meeting people Making simple inquiriesTelling the time, days and dates**Listening**• Students will be able to understand simple requests forpermission 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-takingexpressions.**Reading**• Students will be able to understand short texts with visual aids such as cartoons, posters and birthday cards. |  | CommunicativeApproachTPRMaking survey Question&Answer Reading Completion Information gap ListeningReal life tasksRole plays | Student's booksWorkbookPicturesDialogues 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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| **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 Idon'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 inabilityExpressing obligation Making simple inquiries Making simple requestsMaking 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 UlusalEgemenlik veÇocuk Bayramı | CommunicativeApproachTPRQuestion&Answer Doing crossword ReadingOrdering Matching CompletionInformation gap Unscrambling ListeningRole playReal life tasksFilling formsMaking questionaire | Student's books Workbook PicturesPicture story CD Player Advertisements CrosswordsFormsQuestionaires | **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 permissionDescribing what people are doing nowMaking 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 | CommunicativeApproachTPRDescription Listening Multiple choiceRole playReading True/False MatchingInformation gapQuestion&Answer Categorizing Identification Making posters Playing games | Student's books Workbook Pictures DialoguesCD PlayerPicture 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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| **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 1000When is Halloween Festival?- It is on 31st October.When do Mexicans celebrateCinco de Mayo?- They celebrate it on 5th May.We visit our relatives and kiss their hands on Ramadan Festival. | **Functions**Describing what people do regularlyMaking simple inquiriesNaming 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. |  | CommunicativeApproachQuestion&AnswerListening Eliciting Matching Information gap DescribingReal life tasksReading Ordering Playing games | Student's books Workbook Pictures DialoguesCD PlayerTextsGame boardDice | **PROJECT** Work in groups. Prepare a poster on a festival. Present your poster to your classmates.I. Written ExamFinishing the completion of students' dossierEvaluating students' dossier |