



T.C.  
MİLLÎ EĞİTİM BAKANLIĞI

İNGİLİZCE DERSİ

ÖĞRETİM PROGRAMI  
(Kritik konu ve kazanımlar)

(İlkokul 3. Sınıf)

2019 – 2020  
Eğitim Öğretim Yılı  
İkinci Dönem



### 3. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

<i>ÜNİTELER</i>	<i>MEVCUT KAZANIM SAYISI</i>	<i>TELAFİ EĞİTİMİNDE İŞLENECEK KAZANIM SAYISI</i>	<i>TELAFİ EĞİTİMİNDE İŞLENMEYECEK KAZANIM SAYISI</i>
<i>6</i>	<i>7</i>	<i>6</i>	<i>1</i>
<i>7</i>	<i>5</i>	<i>3</i>	<i>2</i>
<i>8</i>	<i>5</i>	<i>2</i>	<i>3</i>
<i>9</i>	<i>2</i>	<i>2</i>	<i>0</i>
<i>10</i>	<i>4</i>	<i>2</i>	<i>2</i>
<i>TOPLAM</i>	<i>23</i>	<i>15</i>	<i>8</i>

### 3. SINIF/3<sup>rd</sup> GRADE

Unit/ Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<b>6 My House</b>	<p><b>Describing sizes and shapes</b> Is it big? — Yes, it is. — No. It is small. Is it round? — Yes, it is. — No. It is square.</p> <p><b>Talking about locations of things</b> Where is ...? — It's in the bathroom. — It's on the bed. — It's under the table. — It's over here/ over there. — It's right here/ right there.</p> <p><b>Talking about possessions</b> Has s/he got shampoo in the bathroom? — Yes, s/he has. — No, s/he has not. — Yes. S/he has got shampoo.  bathroom bedroom garage house/home kitchen living room playroom bed, -s chair, -s cup, -s kettle, -s shampoo/soap sofa, -s</p>	<p><b>Listening</b> <b>E3.6.L1.</b> Students will be able to recognize the characteristics of shapes.</p> <p><b>E3.6.L2.</b> Students will be able to recognize the names of the parts of a house.</p> <p><b>Speaking</b> <b>E3.6.S1.</b> Students will be able to talk about the shapes of things. <b>E3.6.S2.</b> Students will be able to ask about and say the parts of a house. <b>E3.6.S3.</b> Students will be able to ask about and tell the location of things in a house. <b>E3.6.S4.</b> Students will be able to talk about possessions.</p>	<p><b>Contexts</b> Advertisements Conversations Illustrations Posters Probes/Realia Songs Tables Videos</p> <p><b>Tasks/Activities</b> Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Students prepare a model house and describe it to their friends.</li> <li>• Students bring in advertisement cutouts and describe the rooms to their peers.</li> </ul>

### 3. SINIF/3<sup>rd</sup> GRADE

Unit/Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p style="text-align: center;"><b>7 In My City</b></p>	<p><b>Apologizing</b>            Sorry.            So sorry.            Sorry about that.            I'm sorry.            I'm so sorry.</p> <p><b>Talking about locations of things and people (Making simple inquiries)</b>            Where are you now?            — At the museum.            — In the classroom. Where is the zoo/ park?            — Over there.            — I'm sorry. I don't know.            Where is Stella now?            — She's in Izmir.            Where is the cat?            — In the park.</p> <p>bank            city/town/village            hospital            library            market            mosque            museum school            shopping center            zoo</p>	<p><b>Listening</b>  <b>E3.7.L1.</b> Students will be able to recognize the types of buildings and parts of a city.</p> <p><b>Speaking</b>  <b>E3.7.S1.</b> Students will be able to talk about where buildings and other places are on a city map.</p> <p><b>E3.7.S2.</b> Students will be able to talk about where people are.</p>	<p><b>Contexts</b>            Advertisements            Illustrations            Lists            Maps            Notes and Messages            Notices            Posters            Signs            Songs            Tables            Videos</p> <p><b>Tasks/Activities</b>            Arts and Crafts            Chants and Songs            Drama (Role Play, Simulation, Pantomime)            Drawing and Coloring            Games            Labeling            Making Puppets            Matching            Questions and Answers</p> <p><b>Assignments</b>            • Students prepare a map of their city/town/village and describe it in groups.</p>

### 3. SINIF/3<sup>rd</sup> GRADE

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<p style="text-align: center;"><b>8 Transportation</b></p>	<p><b>Talking about locations of things (Making simple inquiries)</b> Where is the boat? — (It's) on the sea. — It's here/there.</p> <p><b>Asking and giving information about transportation</b> How can I go/get to Istanbul? — You (can) go by plane/train/ boat/ bus/... — You (can) take a/the plane/ train/ boat/bus/...</p> <p>bike boat bus car helicopter motorcycle plane ship train</p>	<p><b>Listening</b> E3.8.L1. Students will be able to recognize the types of vehicles.</p> <p><b>Speaking</b> E3.8.S1. Students will be able to talk about where vehicles are.</p>	<p><b>Contexts</b> Advertisements Captions Cartoons Conversations Illustrations Maps Signs Songs Stories Tables Videos</p> <p><b>Tasks/Activities</b> Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Students keep expanding their visual dictionary by including new vocabulary items.</li> <li>• Students prepare a poster of transportation vehicles and hang them on the classroom walls.</li> </ul>

### 3. SINIF/3<sup>rd</sup> GRADE

Unit/ Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<b>9 Weather</b>	<p><b>Describing the weather</b>            How is the weather?            — It is rainy/snowy.            Is it rainy in deserts?            — No. It is hot and sunny.</p> <p>How is the weather in Ankara?            — Ankara/It is cold/sunny, etc.            — It is cold in Ankara.</p> <p>cold cloudy freezing hot nice rainy snowy            sunny warm wet windy</p>	<p><b>Listening</b>  <b>E3.9.L1.</b> Students will be able to identify various weather conditions.</p> <p><b>Speaking</b>  <b>E3.9.S1.</b> Students will be able to talk about the weather conditions.</p>	<p><b>Contexts</b>            Advertisements            Captions            Cartoons            Conversations            Illustrations            Maps            Signs            Songs            Stories            Tables            Videos</p> <p><b>Tasks/Activities</b>            Arts and Crafts            Chants and Songs            Drama (Role Play, Simulation, Pantomime)            Drawing and Coloring            Games            Labeling            Making Puppets            Matching            Questions and Answers</p> <p><b>Assignments</b>            • Students keep expanding their visual dictionary by including new vocabulary items.</p>

### 3. SINIF/3<sup>rd</sup> GRADE

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<b>10 Nature</b>	<p><b>Expressing likes and dislikes</b> I like/love dolphins, but I dislike sharks.</p> <p><b>Making simple inquiries</b> Are there four dolphins? — Yes, there are four dolphins. — No. There is one dolphin. — There are four dolphins/ trees in the sea/forest.</p> <p><b>Talking about nature and animals</b> This/That/It is a frog. It's big and green. Is the whale red? — Yes, it is. — No, it isn't. — This whale/It is blue.</p> <p>bee, -s bear, -s dolphin,-s forest, -s frog, -s ladybird,-s mountain, -s pigeon, -s sea shark, -s whale, -s</p>	<p><b>Listening</b> <b>E3.10.L1.</b> Students will be able to recognize nature and the names of animals.</p> <p><b>Speaking</b> <b>E3.10.S1.</b> Students will be able to talk about nature and animals.</p>	<p><b>Contexts</b> Advertisements Blogs Captions Cartoons Conversations Illustrations Maps Signs Songs Stories Tables Videos</p> <p><b>Tasks/Activities</b> Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers Reordering</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Students complete and reflect on their visual dictionaries.</li> <li>• In groups, students prepare animal masks and color them.</li> </ul>