



T.C.
MİLLÎ EĞİTİM BAKANLIĞI

İNGİLİZCE DERSİ

ÖĞRETİM PROGRAMI
(Kritik konu ve kazanımlar)

(İlkokul 4. Sınıf)

2019 – 2020
Eğitim Öğretim Yılı
İkinci Dönem

4. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

<i>ÜNİTELER</i>	<i>MEVCUT KAZANIM SAYISI</i>	<i>KRİTİK KAZANIM SAYISI</i>	<i>KRİTİK OLMAYAN KAZANIM SAYISI</i>
<i>6</i>	<i>5</i>	<i>2</i>	<i>3</i>
<i>7</i>	<i>2</i>	<i>2</i>	<i>0</i>
<i>8</i>	<i>6</i>	<i>3</i>	<i>3</i>
<i>9</i>	<i>5</i>	<i>2</i>	<i>3</i>
<i>10</i>	<i>5</i>	<i>2</i>	<i>3</i>
<i>TOPLAM</i>	<i>23</i>	<i>11</i>	<i>12</i>

4. SINIF/4th GRADE

Unit/Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>6 Fun with Science</p>	<p>Giving and responding to simple instructions Plant it. Water it. Cut the paper. Don't cut it now! Fold it. Mix black and white, and you get gray.</p> <p>Making simple inquiries What is "science" in Turkish? What is "cover"? What is in the cup?</p> <p>Talking about locations Where is the brush? —It's in front of the bottle. —Behind the box. —Near that glass.</p> <p>box, -es brush, -es cover, -s cup, -s cut, experiment, -s fold freeze melt mix plant, science scientist, -s shake water</p>	<p>Listening E4.6.L.1. Students will be able to understand and follow simple instructions.</p> <p>Speaking E4.6.S.1. Students will be able to give short and basic instructions.</p>	<p>Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Poems Posters Probes/Realia Rhymes Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers Reordering</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster illustrating the steps of an experiment with simple instructions.

4. SINIF/4th GRADE

Unit/ Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>7 Jobs</p>	<p>Describing what people do and expressing what people like What is your job? —I'm a doctor. I work at a hospital. —I'm a farmer. I like animals and I work on a farm. What does s/he do? What does s/he like? —She's a teacher, and she likes teaching children.</p> <p>Making inquiries Where does s/he work? —at the post office. —at the police station.</p> <p>actor, -s/actress, -es businessman, -men chef, -s dancer, -s doctor, -s farmer, -s fireman, -men nurse, -s pilot, -s policeman, - men policewoman, -women singer, -s teacher, -s vet, -s waiter, -s writer, -s</p>	<p>Listening E4.7.L1. Students will be able to identify other people's jobs and likes in a short, simple oral text.</p> <p>Speaking E4.7.S1. Students will be able to talk about other people's jobs and likes in simple conversations.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Podcasts Posters Probes/Realia Rhymes Songs Stories Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers Storytelling</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about people's jobs and where they work. • Students prepare a poster (with photos and drawings) about their parents and their jobs.

4. SINIF/4th GRADE

Unit/ Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>8 My Clothes</p>	<p>Describing the weather (Expressing basic needs) What'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 Ankara in winter? —It's cold and snowy. Put on/wear your gloves.</p> <p>Making simple requests Can I borrow your umbrella? —Here you are. —No. Sorry, it's broken.</p> <p>Naming the seasons of the year It is ... autumn/fall spring summer winter boot, -s dress, -es glove, -s hat, -s jeans shoe, -s skirt, -s sock, -s sunglasses trousers borrow put on wear</p>	<p>Listening E4.8.L1. Students will be able to understand short oral texts about weather conditions and clothing. E4.8.L2. Students will be able to recognize the names of the seasons and clothes in short oral texts. E4.8.S3. Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Poems Postcards Posters Rhymes Signs Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers Reordering Storytelling</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a seasonal weather chart/ table and classify the clothes they wear under the corresponding seasons. • Students make puppets with seasonal clothes and describe them to the peers.

4. SINIF/4th GRADE

Unit/ Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>9 My Friends</p>	<p>Describing people (Making simple inquiries) Does s/he have blonde hair? What does s/he look like? She is tall and slim. He is young and thin. He has dark hair. She is short and has a blue headscarf.</p> <p>Talking about possessions I have brown hair. S/he has brown eyes. He has curly hair and a moustache. My/your hair is short. Her/his legs are very long.</p> <p>bald beard beautiful blonde curly/dark/straight/wavy/short/long hair handsome headscarf moustache short/tall slim thin young/middle aged/old</p>	<p>Listening E4.9.L1. Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features).</p> <p>Speaking E4.9.S1. Students will be able to describe their friends and other people (family members, teachers, etc.).</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Poems Posters Probes/Realia Rhymes Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Labeling Making Puppets Matching Questions and Answers Storytelling Synonyms and Antonyms</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a poster about a friend or a family member and describe him/her by using simple phrases. • Students work in pairs. One student describes his/her favorite actor/singer (e.g., Her/his hair is curly. S/he is tall and thin.) and the other student draws a picture based on the description.

4. SINIF/4th GRADE

Unit/ Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
10 Food and Drinks	<p>Making offers Do you want a sandwich? Want a sandwich? Would you like a sandwich? —No, thanks. I'm full. —Yes, please. What/How about an apple? —Not now, thanks. —No, thanks, maybe later.</p> <p>Expressing basic needs and feelings (Making simple inquiries) I want some milk, please. Are you hungry? —Yes, I am, and I want some ..., please. —No, I'm not hungry. —Yes, I feel hungry. Is s/he thirsty? —Yes, s/he is. / No, s/he isn't.</p> <p>bread butter cheese coffee cupcake, -s fish and chips honey lemonade marmalade milk olive, -s pasta salad soup tea yoghurt now/later</p>	<p>Listening E4.10.L1. Students will be able to recognize simple words and phrases about food and drinks.</p> <p>Speaking E4.10.S1. Students will be able to talk about their basic needs and feelings.</p>	<p>Contexts Advertisements Captions Cartoons Conversations Coupons Illustrations Lists Menus Posters Probes/Realia Rhymes Signs Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers Storytelling</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students complete and reflect on their visual dictionaries. • Students design a menu for an imaginary restaurant by using drawings and visuals.