

**2023-2024 EĞİTİM-ÖĞRETİM YILI .....İLKOKULU**  
**4. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI**

WEEK	DAYS	HOURS	UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Contexts, Tasks and Assignments	Evaluation
1	11-15 Eylül	2	Unit 1: Classroom Resources	<b>Asking for permission</b> Can/May I come in/go out? — Yes, you can. — Sure/Of course. — Sorry, not right now. <b>Making simple requests</b> Give me the book, please. — Sure/Of course. — Here you are. — Say that again, please., <b>Telling someone what to do</b> Be quiet, please. Clean/Look at the board, please. Go back your place, please. Open the window, please. Open/close the door, please. Please come in. The pencil, please. <b>Naming numbers</b> Numbers from 1 to 50. eraser,-s join leave pencil case, -s pencil sharpener, -s ruler, -s stay take turn on/off	<b>Listening</b> <b>E4.1.L1.</b> Students will be able to understand short and clear utterances about requests. <b>E4.1.L2.</b> Students will be able to understand short and clear utterances about permission. <b>E4.1.L3.</b> Students will be able to recognize simple classroom instructions. <b>E4.1.L4.</b> Students will be able to recognize numbers from one to fifty.  <b>Speaking</b> <b>E4.1.S1.</b> Students will be able to interact with their classmates through asking for and giving permission in short utterances. <b>E4.1.S2.</b> Students will be able to make requests by using simple utterances. <b>E4.1.S3.</b> Students will be able to give and respond to simple instructions verbally. <b>E4.1.S4.</b> Students will be able to count up to fifty.	<b>Contexts</b> Captions Cartoons Conversations Illustrations Instructions Lists Notes and Messages Posters Signs Songs Videos <b>Tasks/Activities</b> Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Matching Questions and Answers <b>Assignments</b> • Students prepare a visual dictionary by including new vocabulary items. • Students prepare simple puppets and practise how to ask for and give permission. • Students prepare a poster of classroom rules with a list of simple instructions and visuals.	
2	18-22 Eylül	2					
3	25-29 Eylül	2					

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4	02-06 Ekim	2					
WEEK	DAYS	HOURS	UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Contexts, Tasks and Assignments	Evaluation
5	09-13 Ekim	2	Unit : 2 Nationality	<b>Identifying countries and nationalities</b> Is s/he from Japan? — Maybe. Is s/he from Germany? — I think so. Where are you from? — I am from Turkey. Where is she from? — S/he is from Pakistan. Are you British? — No, I am not. Is s/he Russian? — Yes, s/he is. — No, s/he isn't. — I think so. <b>Talking about locations of cities (Making simple inquiries)</b> Where is Samsun? — It's in the north. Where is Antalya? — It's in the south. Where is Van? — It's in the east. Where is İzmir? — It's in the west. America/American	<b>Listening</b> <b>E4.2.L1.</b> Students will be able to recognize information about other people. <b>E4.2.L2.</b> Students will be able to identify different people's nationalities.  <b>Speaking</b> <b>E4.2.S1.</b> Students will be able to talk about nations and nationalities. <b>E4.2.S2.</b> Students will be able to talk about locations of cities.	<b>Contexts</b> Captions Cartoons Charts Conversations Illustrations Instructions Lists Maps Postcards Posters Rhymes Songs Tables <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 Storytelling <b>Assignments</b>	
6	16-20 Ekim	2					
7	23-27 Ekim	2					

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8	3 0 E k i m - 0 3 K a s i m	2		Britain/British Germany/German Iran/Iranian Iraq/Iraqi Japan/Japanese Pakistan/Pakistani Russia/Russian Turkey/Turkish north/south/east/west		• Students prepare finger puppets (of different nationalities) and practise short dialogues about countries and nationalities.	
WEEK	DAYS	HOURS	UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Contexts, Tasks and Assignments	Evaluation
9	0 6 - 1 0 K a s i m	2	Unit : 3	<b>Expressing ability and inability</b> Can you play the piano? Can s/he jump? —Yes, s/he can./No, s/he can't.	<b>Listening</b> <b>E4.3.L1.</b> Students will be able to get the main idea of a simple oral text about the abilities of the self and others. <b>E4.3.L2.</b> Students will be able to recognize possessions of others in a clear, short and slow oral text.	<b>Contexts</b> Captions Cartoons Charts Conversations	
13-17 KASIM 2023 - ARA TATİL							

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10	20-24 Kasım	2	Unit : 3	<p>Can you speak English?  —Yes, I can.  S/he can ride a bike, but I cannot/can't.  S/he can swim.  I can read books in English.  My hero can/can't ...  Your cartoon character can/can't ...</p>	<p><b>Speaking</b>  <b>E4.3.S1.</b> Students will be able to talk about their own and others' possessions.  <b>E4.3.S2.</b> Students will be able to deliver a simple, brief speech about abilities with an initial preparation.</p>	<p>Illustrations  Notices  Posters  Probes/Realia  Rhymes  Songs  Stories  Tables  Videos</p>	
11	27 Kasım - 01 Aralık	2	Character	<p><b>Talking about possessions (Making simple inquiries)</b>  This is her/his/my/your guitar.  These are his/her/my/your books.  Is this his/her/my/your ...?  Are these his/her/my/your ...?  Whose bike is this?  This is my/his/Ahmet's bike.  carry  catch  climb a tree  dive  do puzzles – drive –jump -fly  play ..... the guitar/the piano, etc.  ride a horse  speak  take pictures</p>	<p><b>Listening</b>  <b>E4.3.L1.</b> Students will be able to get the main idea of a simple oral text about the abilities of the self and others.  <b>E4.3.L2.</b> Students will be able to recognize possessions of others in a clear, short and slow oral text.</p> <p><b>Speaking</b>  <b>E4.3.S1.</b> Students will be able to talk about their own and others' possessions.  <b>E4.3.S2.</b> Students will be able to deliver a simple, brief speech about abilities with an initial preparation.</p>	<p><b>Tasks/Activities</b>  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Matching  Making Puppets  Questions and Answers  Storytelling</p> <p><b>Assignments</b>  • Students keep expanding their visual dictionary by including new vocabulary items.  •Students make puppets of heroes they prefer, describe their abilities</p>	
12	04-08 Aralık	2	acters				
WEEK	DAYS	HOURS	UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Contexts, Tasks and Assignments	Evaluation

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1 3	1 1 - 1 5 A r a l ı k	2	U n i t : 4 F r e e T i m e	<b>Expressing likes and dislikes</b> I like reading/swimming. I dislike playing chess/ singing. <b>Making simple inquiries</b> Do you like dancing? — Yes, I do. Do you like watching cartoons? — No, I don't.	<b>Listening</b> <b>E4.4.L1.</b> Students will be able to understand the general information in an oral text about likes and dislikes.  <b>Speaking</b> <b>E4.4.S1.</b> Students will be able to talk about their likes and dislikes. <b>E4.4.S2.</b> Students will be able to engage in simple conversations about likes and dislikes. <b>E4.4.S3.</b> Students will be able to ask for clarification in conversations.	<b>Contexts</b> Captions Cartoons Charts Conversations Illustrations Notices Posters Rhymes Songs Stories Tables Videos <b>Tasks/Activities</b> Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppet Matching Questions and Answers <b>Assignments</b> • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a questionnaire (find someone who...) to find out what other peers like and dislike. • Students prepare a chart illustrating their most popular free-time activities and hobbies in the classroom.	
1 4	1 8 - 2 2 A r a l ı k	2		<b>Asking for clarification</b> Can you say that again, please? Pardon me? Say that again, please. Slowly, please. coloring book, -s drawing flying a kite playing ... ... with marbles ... chess ... table tennis ...football reading comics riding a bike watching cartoons swimming learning English			
1 5	2 5 - 2 9 A r a l ı k	2					
W E E K	D A Y S	H O U R S	U N I T	Functions and Useful Language	Language Skills and Learning Outcomes	Contexts, Tasks and Assignments	Evaluation

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16	02-05 Ocak	2	U n i t : 5 M y D a y	<b>Talking about daily routines</b> I wake up in the morning. I have breakfast with my mother and brother on Sundays. I meet my friends at school. I go to the playground in the afternoon. I go shopping with my mom on Saturdays. I do my homework. I go to bed at night. <b>Making simple inquiries</b> What do you do at noon? —I have lunch at school. What do you do in the afternoon? —I watch TV at home. <b>Telling the time and days</b> What time is it? days of the week at noon/night in the morning/afternoon —It's 7 o'clock/12 o'clock/3 o'clock. do homework get dressed go ... ... shopping ... to the playground ... to bed ... to school have ... ... a shower ... breakfast/lunch/dinner/meet friends/wake up/wash	<b>Listening</b> <b>E4.5.L1.</b> Students will be able to understand the general and specific information in a short, oral text about daily routines. <b>E4.5.L2.</b> Students will be able to recognize the time in a short oral text.  <b>Speaking</b> <b>E4.5.S1.</b> Students will be able to talk about their daily routines. <b>E4.5.S2.</b> Students will be able to talk about the time.	<b>Contexts</b> Advertisements Captions Cartoons Charts Conversations Fairy tales Illustrations Lists Posters Probes/Realia Rhymes Songs Tables Videos <b>Tasks/Activities</b> Arts and Crafts Chants and Songs Drama Drawing and Coloring Games Making Puppets Matching Questions and Answers Reordering Storytelling <b>Assignments</b> • Students prepare a timetable showing what they do during the day and present their daily routines to their peers. • Students prepare a clock as a craft activity to practice time and numbers.	
<b>22 OCAK - 02 ŞUBAT 2024 -YARIYIL TATİLİ</b>							

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19	05-09 Şubat	2	Unit : 6 Focus : Science	<b>Giving and responding to simple instructions</b> Plant it. Water it. Cut the paper. Don't cut it now! Fold it. Mix black and white, and you get gray. <b>Making simple inquiries</b> What is "science" in Turkish? What is "cover"? What is in the cup? <b>Talking about locations</b> Where is the brush? —It's in front of the bottle. —Behind the box. —Near that glass. box, -es brush, -es cover, -s cup, -s cut, experiment, -s fold freeze melt mix plant, science scientist, -s shake water			
20	12-16 Şubat	2			<b>Listening</b> <b>E4.6.L1.</b> Students will be able to understand and follow simple instructions. <b>E4.6.L2.</b> Students will be able to recognize phrases/descriptions about locations.		
21	19-23 Şubat	2			<b>Speaking</b> <b>E4.6.S1.</b> Students will be able to give short and basic instructions. <b>E4.6.S2.</b> Students will be able to talk about locations of objects. <b>E4.6.S3.</b> Students will be able to ask and answer simple clarification questions.		
22	23 Şubat - 01 Mart	2			<b>Contexts</b> Captions Cartoons Charts Conversations Illustrations Instructions Lists Poems Posters Probes/Realia Rhymes Songs Tables Videos <b>Tasks/Activities</b> Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers Reordering <b>Assignments</b> • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster illustrating the steps of an experiment with simple instructions.		

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WEEK	DAYS	HOURS	THEME	Functions and Useful Language	Language Skills and Learning Outcomes	Contexts, Tasks and Assignments	Evaluation
23	04 - 08 Mart	2	<b>Unit : 7 Jobs</b>	<b>Describing what people do and expressing what people like</b> 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.	<b>Listening</b> <b>E4.7.L1.</b> Students will be able to identify other people's jobs and likes in a short, simple oral text.  <b>Speaking</b> <b>E4.7.S1.</b> Students will be able to talk about other people's jobs and likes in simple conversations.	<b>Contexts</b> Advertisements Captions Cartoons Charts Conversations Illustrations Lists Podcasts Posters Probes/Realia Rhymes Songs Stories Videos <b>Tasks/Activities</b> Arts and Crafts Chants and Songs Drama Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers Storytelling <b>Assignments</b> • 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.	
24	11 - 15 Mart	2		<b>Making inquiries</b> Where does s/he work? —at the post office. —at the police station. 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			
25	18 - 22 Mart	2					



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26	25 - 29 Mart	2	Unit : 8	<b>Describing the weather (Expressing basic needs)</b> 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. <b>Making simple requests</b> Can I borrow your umbrella? —Here you are. —No. Sorry, it's broken. <b>Naming the seasons of the year</b> It is ... autumn/fall spring summer winter	<b>Listening</b> <b>E4.8.L1.</b> Students will be able to understand short oral texts about weather conditions and clothing. <b>E4.8.L2.</b> Students will be able to recognize the names of the seasons and clothes in short oral texts.  <b>Speaking</b> <b>E4.8.S1.</b> Students will be able to describe the weather conditions. <b>E4.8.S2.</b> Students will be able to name the seasons.	<b>Contexts</b> Advertisements Captions – Cartoons - Charts Conversations - Illustrations Lists - Notes and Messages Poems -Postcards Posters -Rhymes Signs - Songs Stories  <b>Tasks/Activities</b> Arts and Crafts Chants and Songs Drama Drawing and Coloring Games - Labeling Making Puppets Matching Questions and Answers Reordering - Storytelling	
27	01 - 05 Nisan	2	Unit : 8				
<b>08-12 NİSAN 2024 - ARA TATİL</b>							
28	15 - 19 Nisan	2	Unit : 8	boot, -s dress, -es glove, -s hat, -s jeans shoe, -s skirt, -s sock, -s sunglasses trousers borrow put on	<b>E4.8.S3.</b> Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations. <b>E4.8.S4.</b> Students will be able to make simple request about borrowing.	<b>Assignments</b> • 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.	

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29	22-26 Nisan	2				
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30	29 Nisan-03 Mayıs	2	Unit 9: My Friend	<b>Describing people (Making simple inquiries)</b> 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. <b>Talking about possessions</b> 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. bald beard beautiful blonde curly/dark/straight/wavy/short/long hair handsome headscarf moustache short/tall slim	<b>Listening</b> <b>E4.9.L1.</b> Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). <b>E4.9.L2.</b> Students will be able to understand short, oral texts about possessions.  <b>Speaking</b> <b>E4.9.S1.</b> Students will be able to describe their friends and other people (family members, teachers, etc.). <b>E4.9.S2.</b> Students will be able to ask and answer questions about other people's physical characteristics. <b>E4.9.S3.</b> Students will be able to talk about possessions.	<b>Contexts</b> Conversations Illustrations Lists Poems Posters Probes/Realia Rhymes Videos <b>Tasks/Activities</b> Arts and Crafts Chants and Songs Drama Drawing and Coloring Labeling Making Puppets Matching Questions and Answers Storytelling Synonyms and Antonyms <b>Assignments</b> • Students prepare a poster about a friend or a family member and describe him/her by using simple
31	06-10 Mayıs	2				
32	13-17 Mayıs	2				

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33	20-24 Mayıs	2				<ul style="list-style-type: none"> <li>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.</li> </ul>	
WEEK	DAYS	HOURS	THEME	Functions and Useful Language	Language Skills and Learning Outcomes	Contexts, Tasks and Assignments	Evaluation
34	27-31 Mayıs	2	Unit 1: Food and Drinks	<b>Making offers</b> 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. <b>Expressing basic needs and feelings (Making simple inquiries)</b> 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. bread /butter /cheese /coffee /cupcake, -s fish and chips /honey/lemonade marmalade /milk olive, -s /pasta / salad soup/tea/ yoghurt now/later	<b>Listening</b> <b>E4.10.L1.</b> Students will be able to recognize simple words and phrases about food and drinks. <b>E4.10.L2.</b> Students will be able to understand the offers about their basic needs. <b>E4.10.L3.</b> Students will be able to identify others' needs and feelings in simple oral texts.  <b>Speaking</b> <b>E4.10.S1.</b> Students will be able to talk about their basic needs and feelings. <b>E4.10.S2.</b> Students will be able to express others' feelings and their needs.	<b>Contexts</b> Advertisements Captions Cartoons Conversations Coupons Illustrations Lists Menus Posters Probes/Realia Rhymes Signs Songs <b>Tasks/Activities</b> Arts and Crafts Chants and Songs Drama Drawing and Coloring Games Labeling Matching Questions and Answers Storytelling <b>Assignments</b>	
35	03-07 Haziran	2					
36	10-14 Haziran	2					

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						<ul style="list-style-type: none"><li>• Students complete and reflect on their visual dictionaries.</li><li>• Students design a menu for an imaginary restaurant by using drawings and visuals.</li></ul>	
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Bu yıllık plan Talim Terbiye Kurulu Başkanlığınca yayınlanan 15 sayılı ve 19/01/2018 Tarihli “İlkokul (2-4. Sınıflar) İngilizce Dersi Öğretim Programı” esas alınarak hazırlanmıştır.

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İngilizce Öğretmeni

UYGUNDUR  
.../09/2023

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OKUL MÜDÜRÜ