**…………………… PRIMARY SCHOOL …… / …… ACADEMIC YEAR ENGLISH LESSON / GRADE 4 / ANNUAL PLAN**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **FUNCTIONS** | **SKILLS** | **LEXIS & STRUCTURE** | **TEXT AND**  **ACTIVITY TYPES** | **ASSESSMENT** |
| **SEPTEMBER** | **4** | **8** | **Unit 1 / In the Classroom** | Apologizing  • Asking for permission  • Making simple requests  • Telling someone what to do | **Listening**  • Students will be able to  understand short and clear  speech on making requests  and asking for permission.  • Students will be able to  recognize simple classroom  instructions.  • Students will be able to  recognize numbers twenty  through one hundred.  **Speaking**  • Students will be able to  interact with their classmates  through asking for and giving  permission in short sentences  and phrases.  • Students will be able to  make requests and tell others  what to do using rehearsed  simple phrases and short  sentences.  • Students will be able to  give and respond to simple  instructions verbally.  • Students will be able to  count to one hundred.  **Intercultural Awareness**  • Students will be able to say  ‘thank you’ in different  languages. | eraser,-s  join  leave  pencil case, -s  pencil sharpener, -s  ruler, -s  stay  take  turn on / off  Numbers 21-100  May I come in?  — Yes, you may.  — Sure / Of course.  — Sorry, not right now.  Give me the book, please.  — Excuse me?  — Here you are.  — Say that again, please.  Please come in.  The pencil, please.  Clean the board, please.  Turn around, please.  Quiet, please.  Shukran, Merci, Gracias,  Grazie, Danke, Efharisto,  Arigato | **Texts**  Captions  Charts  Conversations  Illustrations  Instructions  Lists  Notes and Messages  Picture Dictionary  Posters  Tables  **Activities**  Arts and crafts  Chants and Songs  Communicative Tasks  Drama / Miming  Flashcards  Games  Listening  Matching  Puppets  Questions and Answers  Reordering  Speaking | • Preparing simple puppets and practising how to ask for permission, make requests and tell someone what to do. |

**…………………… PRIMARY SCHOOL …… / …… ACADEMIC YEAR ENGLISH LESSON / GRADE 4 / ANNUAL PLAN**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **FUNCTIONS** | **SKILLS** | **LEXIS & STRUCTURE** | **TEXT AND**  **ACTIVITY TYPES** | **ASSESSMENT** |
| **OCTOBER** | **3** | **6** | **Unit 2 / Children's Day** | • Describing characters /  people  • Identifying countries and nationalities  • Making simple inquiries  • Talking about locations of things | **Listening**  • Students will be able  to recognize personal  information about other people such as where they are from and where they live.  • Students will be able to  identify different people’s  personal possessions.  **Speaking**  • Students will be able to ask  and answer questions about people, their nationalities and home countries if articulated slowly and clearly.  **Intercultural Awareness**  • Students will be able to  identify flags and national  dress of different countries. | Africa  America  Asia  Australia  Europe  Are you British?  — No, I’m not.  Is she Russian?  — Yes, she is.  — No, she isn’t.  — I think so.  — I don’t think so.  Where is Germany?  — It’s in Europe.  Where are you from?  Where is she from?  — She is from Germany.  She lives in Turkey.  Look at the girl with the red  kimono.  Is she from Japan?  — Maybe. / I think so. | **Texts**  Conversations  Illustrations  Instructions  Lists  Maps  Picture Dictionary  Posters  **Activities**  Arts and crafts  Communicative Tasks  Drama / Miming  Games  Listening  Matching  Questions and Answers  Role-Play and simulations  Speaking  TPR | Finger puppets (of different nationalities) and practising short dialogues about where  the students are from and where they live. |

**…………………… PRIMARY SCHOOL …… / …… ACADEMIC YEAR ENGLISH LESSON / GRADE 4 / ANNUAL PLAN**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **FUNCTIONS** | **SKILLS** | **LEXIS & STRUCTURE** | **TEXT AND**  **ACTIVITY TYPES** | **ASSESSMENT** |
| **NOVEMBER** | **4** | **8** | **Unit 3 / Free Time** | Expressing likes and dislikes  • Making simple inquiries  • Making simple requests | **Listening**  • Students will be able to  understand the gist and key  information in short, recorded  passages of people talking  about their likes and dislikes.  **Speaking**  • Students will be able to say  what they like doing.  • Students will be able to ask  people questions about what  they like and answer such  questions when they are  articulated slowly and clearly.  **Compensation Strategy**  • Students will be able to ask  others to repeat what they  have said or to talk slowly. | coloring book, -s  drawing  flying a kite  playing ...  ... with marbles  ... chess  ... table tennis  reading comics  riding a bike  watching cartoons  Do you like dancing?  — Yes, I do.  Do you like watching  cartoons?  — No, I don’t.  I like reading.  I like swimming.  I don’t like playing chess.  I like singing.  I like learning English.  I like my friends and my  teacher.  Repeat, please?  Pardon?  Slowly, please. | **Texts**  Charts  Conversations  Illustrations  Songs  Picture Dictionary  Posters  **Activities**  Chants and Songs  Communicative Tasks  Drama / Miming  Drawing and Colouring  Colouring  Listening  Matching  Questions and Answers  Speaking  TPR | • Preparing a chart  illustrating students' most popular free time activities and hobbies in the class. |

**…………………… PRIMARY SCHOOL …… / …… ACADEMIC YEAR ENGLISH LESSON / GRADE 4 / ANNUAL PLAN**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **FUNCTIONS** | **SKILLS** | **LEXIS & STRUCTURE** | **TEXT AND**  **ACTIVITY TYPES** | **ASSESSMENT** |
| **DECEMBER** | **4** | **8** | **Unit 4 / Cartoon Characters** | Expressing ability and  inability  • Making simple inquiries  • Talking about possessions | **Listening**  • Students will be able to get  the main idea when people  describe their own or others’  abilities in clear and short  sentences.  • Students will be able to  recognize what others  possess provided that the  speech is clear, short and slow.  **Speaking**  • Students will be able to talk  about their own and others’  possessions.  • Students will be able to  deliver a very brief speech  about their own and other  people’s abilities when they  are given time for advance  preparation. | carry  catch  climb a tree  cook  dive  do puzzles  drive  play ...  ... the guitar / the piano, etc.  ride a horse  take pictures  Can he jump?  — Yes, he can / No, he can’t.  Can you speak English?  — Yes, I can.  He can’t ride a bike, but I can.  He can swim.  I can read English books.  This is my guitar, and I can  play it.  Is this your flute?  Can you play the piano?  These are his / her books.  My hero can / can’t ...  Your cartoon character can / can’t ... | **Texts**  Captions  Cartoons  Charts  Conversations  Illustrations  Picture Dictionary  Posters  Songs  Tables  **Activities**  Arts and Crafts  Chants and Songs  Communicative  Tasks  Drama / Miming  Flashcards  Games  Questions and Answers  Role-Play and Simulations  Speaking  TPR | • Drawing and presenting an imaginary hero with süper powers. |

**…………………… PRIMARY SCHOOL …… / …… ACADEMIC YEAR ENGLISH LESSON / GRADE 4 / ANNUAL PLAN**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **FUNCTIONS** | **SKILLS** | **LEXIS & STRUCTURE** | **TEXT AND**  **ACTIVITY TYPES** | **ASSESSMENT** |
| **JANUARY** | **4** | **8** | **Unit 5 / My Day** | • Describing what people do  regularly  • Making simple inquiries  • Telling the time, days and  dates | **Listening**  • Students will be able to  extract the gist and relevant  specific information in short  recorded passages about  predictable everyday routines  which are spoken slowly and  clearly.  • Students will be able to  recognize the time in short  and clear speech.  **Speaking**  • Students will be able to  give personal information on  the daily routines they do at  different times of the day.  • Students will be able to ask  and answer and initiate and  respond to simple statements  about their daily routines.  • Students will be able to ask  and answer about the time. | do homework  get dressed  go ...  ... shopping  ... to the playground  ... to bed  have ...  ... a shower  ... breakfast / lunch / dinner  meet friends  wake up  wash  at noon / night  in the morning / afternoon  I wake up in the morning.  I have breakfast with my  mother and brother.  I meet my friends at school.  I go to the playground in the afternoon.  I go shopping with my mom.  I do my homework.  I go to bed at night.  What do you do at noon?  — I have lunch at school.  What time is it?  — It’s 7 o’clock.  — It’s 4:40.  — It’s 2:25. | **Texts**  Captions  Charts  Conversations  Illustrations  Lists  Picture dictionary  Tables  **Activities**  Chants and Songs  Communicative Tasks  Drama / Miming  Flashcards  Games  Listening  Matching  Questions and Answers  Real-Life Tasks  Reordering  Speaking  Storytelling  TPR | • Preparing "daily activities" cards and playing a TPR and  guessing game by miming the actions on the cards the students have picked up. |

**…………………… PRIMARY SCHOOL …… / …… ACADEMIC YEAR ENGLISH LESSON / GRADE 4 / ANNUAL PLAN**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **FUNCTIONS** | **SKILLS** | **LEXIS & STRUCTURE** | **TEXT AND**  **ACTIVITY TYPES** | **ASSESSMENT** |
| **FEBRUARY** | **3** | **6** | **Unit 6 / Doing Experiments** | • Giving and responding to simple instructions  • Making simple inquiries  • Talking about locations  • Telling someone what to do | **Listening**  • Students will be able to  understand and follow simple  instructions if addressed to  them slowly.  • Students will be able  to recognize phrases /  descriptions about locations.  **Speaking**  • Students will be able to give  short, basic instructions.  • Students will be able to  describe locations of people  and things.  • Students will be able to ask  and answer questions about  locations of objects.  • Students will be able to  ask and answer very simple  clarification questions  through short expressions or  mimes and actions.  **Compensation Strategy**  • Students will be able to ask  for an English word that they  do not know. | box, -es  brush, -es  cover, -s  experiment, -s  fold  mix  plant, -s  scientist, -s  shake  stir  Cut the paper.  Don’t cut it now!  Fold it.  Mix black and white, and you get gray.  Plant it.  Water it.  Where is the brush?  — It’s in front of the bottle.  — Behind the box.  — Near that glass.  What is ...?  What is .... in English? | **Texts**  Captions  Charts  Conversations  Illustrations  Instructions  Lists  Picture Dictionary  Posters  Products  **Activities**  Communicative Tasks  Drama / Miming  Flashcards  Games  Listening  Matching  Questions and Answers  Real-Life Tasks  Reordering  Speaking | • Preparing a poster  illustrating the steps of an experiment with simple instructions. |

**…………………… PRIMARY SCHOOL …… / …… ACADEMIC YEAR ENGLISH LESSON / GRADE 4 / ANNUAL PLAN**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **FUNCTIONS** | **SKILLS** | **LEXIS & STRUCTURE** | **TEXT AND**  **ACTIVITY TYPES** | **ASSESSMENT** |
| **MARCH** | **4** | **8** | **Unit 7 / Jobs** | • Describing what people do regularly  • Expressing likes and dislikes  • Making simple inquiries | **Listening**  • Students will be able to  identify other people’s jobs,  likes and regular activities  when stated in clear and short sentences.  **Speaking**  • Students will be able to talk  about other people’s jobs,  regular activities and likes in  simple sentences.  • Students will be able to ask  and answer questions on  what people do regularly and  what they like doing using  short sentences and phrases.  **Compensation Strategy**  • Students will be able to start  and continue a conversation  by using simple phrases and  sentences, along with mimics and gestures, to make their meaning clear. | businessman, -men  chef, -s  dancer, -s  farmer, -s  fireman, -men  pilot, -s  policeman, -men  policewoman, -women  singer, -s  teacher, -s  vet, -s  writer, -s  at the police station  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 she do?  What does she like?  — She’s a teacher, and she  likes teaching children.  Where does she work?  — at a post office. | **Texts**  Advertisements  Captions  Charts  Conversations  Illustrations  Lists  Picture Dictionary  Songs  **Activities**  Chants and Songs  Communicative Tasks  Drama / Miming  Flashcards  Games  Listening  Matching  Questions and Answers  Role-Play and simulations  Speaking  TPR | Preparing a poster  illustrating students' dream jobs. |

**…………………… PRIMARY SCHOOL …… / …… ACADEMIC YEAR ENGLISH LESSON / GRADE 4 / ANNUAL PLAN**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **FUNCTIONS** | **SKILLS** | **LEXIS & STRUCTURE** | **TEXT AND**  **ACTIVITY TYPES** | **ASSESSMENT** |
| **APRIL** | **5** | **10** | **Unit 8 / My Clothes** | • Accepting and refusing  • Describing the weather  • Expressing basic needs  • Making simple inquiries  • Making simple requests  • Naming common objects  • Naming the seasons of the year  • Telling people what to do | **Listening**  • Students will be able to  understand the essential  information in short  recorded passages dealing  with predictable, everyday  matters (clothes and weather  conditions) which are spoken  slowly and clearly and when  there is visual support.  • Students will be able to  recognize the names of the  seasons in short and clear  speeches.  **Speaking**  • Students will be able to  describe the weather.  • Students will be able to  name the seasons.  • Students will be able to ask  and answer simple questions  and initiate and respond to  simple statements in areas of immediate need or on very familiar topics (e.g., the weather).  • Students will be able to ask  people for things and give  people things. | boot, -s  dress, -es  glove, -s  hat, -s  jeans  shoe, -s  skirt, -s  sock, -s  sunglasses  trousers  borrow  put on  wear  autumn / fall  spring  summer  winter  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.  May / Can I borrow your  umbrella?  — Here you are.  — No, sorry, it’s broken. | **Texts**  Captions  Charts  Conversations  Illustrations  Lists  Picture Dictionary  Posters  Signs  Songs  **Activities**  Chants and Songs  Communicative Tasks  Drama / Miming  Flashcards  Games  Labelling  Listening  Matching  Questions and Answers  Speaking | • Preparing a seasonal  weather chart and classifying the clothes the students wear under the corresponding  seasons. |

**…………………… PRIMARY SCHOOL …… / …… ACADEMIC YEAR ENGLISH LESSON / GRADE 4 / ANNUAL PLAN**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **FUNCTIONS** | **SKILLS** | **LEXIS & STRUCTURE** | **TEXT AND**  **ACTIVITY TYPES** | **ASSESSMENT** |
| **MAY** | **4** | **8** | **Unit 9 / My Friends** | • Describing characters /  people  • Making simple inquiries  • Talking about possessions | **Listening**  • Students will be able to  understand the main point in  short, clear, simple messages  and announcements (e.g.,  describing people and their  features).  **Speaking**  • Students will be able to describe their friends and other people (family members, teachers, etc.).  • Students will be able to ask and answer about other people’s physical characteristics and personality. | beard  celebrity  dark  cheerful  energetic  fair  famous  freckles  friendly  funny  nice  polite  rude  short / tall  shy  straight  wavy  What is she like?  She is quiet and hardworking.  What does he look like?  He has curly hair and a  moustache.  He has blue eyes.  His legs are very long.  I have brown hair.  She is / isn’t very friendly.  My best friend is cheerful and energetic.  My mother is tall and slim,  and she has a lovely smile. | **Texts**  Captions  Charts  Conversations  Illustrations  Lists  Picture Dictionary  Tables  **Activities**  Communicative Tasks  Drawing and colouring  Flashcards  Listening  Matching  Questions and Answers  Real-Life Tasks  Speaking  Synonyms and Antonyms | • Preparing a poster about a friend or family member wing photos and simple phrases. |

**…………………… PRIMARY SCHOOL …… / …… ACADEMIC YEAR ENGLISH LESSON / GRADE 4 / ANNUAL PLAN**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **FUNCTIONS** | **SKILLS** | **LEXIS & STRUCTURE** | **TEXT AND**  **ACTIVITY TYPES** | **ASSESSMENT** |
| **JUNE** | **3** | **6** | **Unit 10 / Food and Drinks** | • Accepting and refusing  • Expressing basic needs  • Expressing feelings  • Making simple inquiries  • Making simple requests | **Listening**  • Students will be able to  recognize simple words and  phrases about food and  drinks.  • Students will be able to  comprehend offers about  their basic needs.  • Students will be able to  identify others’ needs and  feelings if stated in simple  and clear speech.  **Speaking**  • Students will be able to ask  and answer questions, initiate  and respond to simple  statements about their basic  needs and feelings  • Students will be able to  express how they feel and  what they want in simple and  short sentences and phrases.  **Intercultural Awareness**  • Students will be able to  identify popular food across  cultures. | bread  butter  cheese  cupcake, -s  honey  milk  olive, -s  pasta  soup  tea  now / later  Are you hungry?  — Yes, I am, and I want some ..., please.  — No, I’m not hungry.  Do you want a sandwich?  Want a sandwich?  Would you like a sandwich?  — No, thanks. I’m full.  — Yes, please.  What about an apple?  — Not now, thanks.  — No, thanks, maybe later.  Is she thirsty?  — Yes, she is. / No, she isn’t.  I want some milk, please.  Pizza, sushi, kebab, fish and  chips, Turkish delight Pizza is an Italian food. | **Texts**  Captions  Conversations  Lists  Menus  Picture Dictionary  Posters  Tables  **Activities**  Communicative Tasks  Drawing and Colouring  Flashcards  Games  Listening  Matching  Questions and Answers  Speaking | • Preparing a menu for an imaginary restaurant by using drawings and visuals. |