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

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| **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 tounderstand short and clearspeech on making requestsand asking for permission.• Students will be able torecognize simple classroominstructions.• Students will be able torecognize numbers twentythrough one hundred.**Speaking**• Students will be able tointeract with their classmatesthrough asking for and givingpermission in short sentencesand phrases.• Students will be able tomake requests and tell otherswhat to do using rehearsedsimple phrases and shortsentences.• Students will be able togive and respond to simpleinstructions verbally.• Students will be able tocount to one hundred.**Intercultural Awareness**• Students will be able to say‘thank you’ in differentlanguages. | eraser,-sjoinleavepencil case, -spencil sharpener, -sruler, -sstaytaketurn on / offNumbers 21-100May 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**CaptionsChartsConversationsIllustrationsInstructionsListsNotes and MessagesPicture DictionaryPostersTables**Activities**Arts and craftsChants and SongsCommunicative TasksDrama / MimingFlashcardsGamesListeningMatchingPuppetsQuestions and AnswersReorderingSpeaking | • Preparing simple puppets and practising how to ask for permission, make requests and tell someone what to do. |

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| **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 ableto recognize personalinformation about other people such as where they are from and where they live.• Students will be able toidentify different people’spersonal possessions.**Speaking**• Students will be able to askand answer questions about people, their nationalities and home countries if articulated slowly and clearly.**Intercultural Awareness**• Students will be able toidentify flags and nationaldress of different countries. | AfricaAmericaAsiaAustraliaEuropeAre 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 redkimono.Is she from Japan?— Maybe. / I think so. | **Texts**ConversationsIllustrationsInstructionsListsMapsPicture DictionaryPosters**Activities**Arts and craftsCommunicative TasksDrama / MimingGamesListeningMatchingQuestions and AnswersRole-Play and simulationsSpeakingTPR | Finger puppets (of different nationalities) and practising short dialogues about wherethe students are from and where they live. |

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| **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 tounderstand the gist and keyinformation in short, recordedpassages of people talkingabout their likes and dislikes.**Speaking**• Students will be able to saywhat they like doing.• Students will be able to askpeople questions about whatthey like and answer suchquestions when they arearticulated slowly and clearly.**Compensation Strategy**• Students will be able to askothers to repeat what theyhave said or to talk slowly. | coloring book, -sdrawingflying a kiteplaying ...... with marbles... chess... table tennisreading comicsriding a bikewatching cartoonsDo you like dancing?— Yes, I do.Do you like watchingcartoons?— 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 myteacher.Repeat, please?Pardon?Slowly, please. | **Texts**ChartsConversationsIllustrationsSongsPicture DictionaryPosters**Activities**Chants and SongsCommunicative TasksDrama / MimingDrawing and ColouringColouringListeningMatchingQuestions and AnswersSpeakingTPR | • Preparing a chartillustrating students' most popular free time activities and hobbies in the class. |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **FUNCTIONS** | **SKILLS** | **LEXIS & STRUCTURE** | **TEXT AND****ACTIVITY TYPES** | **ASSESSMENT** |
| **DECEMBER** | **4** | **8** | **Unit 4 / Cartoon Characters** | Expressing ability andinability• Making simple inquiries• Talking about possessions | **Listening**• Students will be able to getthe main idea when peopledescribe their own or others’abilities in clear and shortsentences.• Students will be able torecognize what otherspossess provided that thespeech is clear, short and slow.**Speaking**• Students will be able to talkabout their own and others’possessions.• Students will be able todeliver a very brief speechabout their own and otherpeople’s abilities when theyare given time for advancepreparation. | carrycatchclimb a treecookdivedo puzzlesdriveplay ...... the guitar / the piano, etc.ride a horsetake picturesCan 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 canplay 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**CaptionsCartoonsChartsConversationsIllustrationsPicture DictionaryPostersSongsTables**Activities**Arts and CraftsChants and SongsCommunicativeTasksDrama / MimingFlashcardsGamesQuestions and AnswersRole-Play and SimulationsSpeakingTPR | • Drawing and presenting an imaginary hero with süper powers. |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **FUNCTIONS** | **SKILLS** | **LEXIS & STRUCTURE** | **TEXT AND****ACTIVITY TYPES** | **ASSESSMENT** |
| **JANUARY** | **4** | **8** | **Unit 5 / My Day** | • Describing what people doregularly• Making simple inquiries• Telling the time, days anddates | **Listening**• Students will be able toextract the gist and relevantspecific information in shortrecorded passages aboutpredictable everyday routineswhich are spoken slowly andclearly.• Students will be able torecognize the time in shortand clear speech.**Speaking**• Students will be able togive personal information onthe daily routines they do atdifferent times of the day.• Students will be able to askand answer and initiate andrespond to simple statementsabout their daily routines.• Students will be able to askand answer about the time. | do homeworkget dressedgo ...... shopping... to the playground... to bedhave ...... a shower... breakfast / lunch / dinnermeet friendswake upwashat noon / nightin the morning / afternoonI wake up in the morning.I have breakfast with mymother 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**CaptionsChartsConversationsIllustrationsListsPicture dictionaryTables**Activities**Chants and SongsCommunicative TasksDrama / MimingFlashcardsGamesListeningMatchingQuestions and AnswersReal-Life TasksReorderingSpeakingStorytellingTPR | • Preparing "daily activities" cards and playing a TPR andguessing game by miming the actions on the cards the students have picked up. |

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| **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 tounderstand and follow simpleinstructions if addressed tothem slowly.• Students will be ableto recognize phrases /descriptions about locations.**Speaking**• Students will be able to giveshort, basic instructions.• Students will be able todescribe locations of peopleand things.• Students will be able to askand answer questions aboutlocations of objects.• Students will be able toask and answer very simpleclarification questionsthrough short expressions ormimes and actions.**Compensation Strategy**• Students will be able to askfor an English word that theydo not know. | box, -esbrush, -escover, -sexperiment, -sfoldmixplant, -sscientist, -sshakestirCut 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**CaptionsChartsConversationsIllustrationsInstructionsListsPicture DictionaryPostersProducts**Activities**Communicative TasksDrama / MimingFlashcardsGamesListeningMatchingQuestions and AnswersReal-Life TasksReorderingSpeaking | • Preparing a posterillustrating the steps of an experiment with simple instructions. |

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

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| **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 toidentify other people’s jobs,likes and regular activitieswhen stated in clear and short sentences.**Speaking**• Students will be able to talkabout other people’s jobs,regular activities and likes insimple sentences.• Students will be able to askand answer questions onwhat people do regularly andwhat they like doing usingshort sentences and phrases.**Compensation Strategy**• Students will be able to startand continue a conversationby using simple phrases andsentences, along with mimics and gestures, to make their meaning clear. | businessman, -menchef, -sdancer, -sfarmer, -sfireman, -menpilot, -spoliceman, -menpolicewoman, -womensinger, -steacher, -svet, -swriter, -sat the police stationWhat is your job?— I’m a doctor. I work at ahospital.— I’m a farmer. I like animalsand I work on a farm.What does she do?What does she like?— She’s a teacher, and shelikes teaching children.Where does she work?— at a post office. | **Texts**AdvertisementsCaptionsChartsConversationsIllustrationsListsPicture DictionarySongs**Activities**Chants and SongsCommunicative TasksDrama / MimingFlashcardsGamesListeningMatchingQuestions and AnswersRole-Play and simulationsSpeakingTPR | Preparing a posterillustrating students' dream jobs. |

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

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| **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 tounderstand the essentialinformation in shortrecorded passages dealingwith predictable, everydaymatters (clothes and weatherconditions) which are spokenslowly and clearly and whenthere is visual support.• Students will be able torecognize the names of theseasons in short and clearspeeches.**Speaking**• Students will be able todescribe the weather.• Students will be able toname the seasons.• Students will be able to askand answer simple questionsand initiate and respond tosimple statements in areas of immediate need or on very familiar topics (e.g., the weather).• Students will be able to askpeople for things and givepeople things. | boot, -sdress, -esglove, -shat, -sjeansshoe, -sskirt, -ssock, -ssunglassestrousersborrowput onwearautumn / fallspringsummerwinterWhat’s the weather like?— It’s rainy today. I need my umbrella.— It’s windy. Put on / wearyour coat.What’s the weather like inAnkara in winter?— It’s cold and snowy.May / Can I borrow yourumbrella?— Here you are.— No, sorry, it’s broken. | **Texts**CaptionsChartsConversationsIllustrationsListsPicture DictionaryPostersSignsSongs**Activities**Chants and SongsCommunicative TasksDrama / MimingFlashcardsGamesLabellingListeningMatchingQuestions and AnswersSpeaking | • Preparing a seasonalweather chart and classifying the clothes the students wear under the correspondingseasons. |

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| **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 tounderstand the main point inshort, clear, simple messagesand announcements (e.g.,describing people and theirfeatures).**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. | beardcelebritydarkcheerfulenergeticfairfamousfrecklesfriendlyfunnynicepoliterudeshort / tallshystraightwavyWhat is she like?She is quiet and hardworking.What does he look like?He has curly hair and amoustache.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**CaptionsChartsConversationsIllustrationsListsPicture DictionaryTables**Activities**Communicative TasksDrawing and colouringFlashcardsListeningMatchingQuestions and AnswersReal-Life TasksSpeakingSynonyms and Antonyms | • Preparing a poster about a friend or family member wing photos and simple phrases. |

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| **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 torecognize simple words andphrases about food anddrinks.• Students will be able tocomprehend offers abouttheir basic needs.• Students will be able toidentify others’ needs andfeelings if stated in simpleand clear speech.**Speaking**• Students will be able to askand answer questions, initiateand respond to simplestatements about their basicneeds and feelings• Students will be able toexpress how they feel andwhat they want in simple andshort sentences and phrases.**Intercultural Awareness**• Students will be able toidentify popular food acrosscultures. | breadbuttercheesecupcake, -shoneymilkolive, -spastasoupteanow / laterAre 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 andchips, Turkish delight Pizza is an Italian food. | **Texts**CaptionsConversationsListsMenusPicture DictionaryPostersTables**Activities**Communicative TasksDrawing and ColouringFlashcardsGamesListeningMatchingQuestions and AnswersSpeaking | • Preparing a menu for an imaginary restaurant by using drawings and visuals. |