İNGİLİZCE DERSİ

ÖĞRETİM PROGRAMI
(Kritik konu ve kazanımlar)

(Ortaokul 5. Sınıf)

2019 – 2020
Eğitime Öğretim Yılı
İkinci Dönem

ANKARA, 2020
### 5. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

<table>
<thead>
<tr>
<th>ÜNİTELER</th>
<th>MEVCUT KAZANIM SAYISI</th>
<th>KRİTİK KAZANIM SAYISI</th>
<th>KRİTİK OLMAYAN KAZANIM SAYISI</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
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<td>5</td>
<td>4</td>
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<tr>
<td><strong>TOPLAM</strong></td>
<td><strong>29</strong></td>
<td><strong>19</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>Unit/Theme</td>
<td>Functions &amp; Useful Language</td>
<td>Language Skills and Learning Outcomes</td>
<td>Suggested Contexts, Tasks and Assignments</td>
</tr>
<tr>
<td>-----------------------------</td>
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<tr>
<td><strong>Characters/People</strong></td>
<td></td>
<td></td>
<td><strong>Contexts</strong></td>
</tr>
<tr>
<td>Superman is very strong/brave/...</td>
<td></td>
<td><strong>E5.6.L1.</strong> Students will be able to follow slow and carefully articulated speech describing movie characters and movie types.</td>
<td><strong>Advertisements</strong></td>
</tr>
<tr>
<td><strong>Likes and dislikes</strong></td>
<td></td>
<td></td>
<td><strong>Cartoons</strong></td>
</tr>
<tr>
<td>I don’t like/dislike/hate horror movies.</td>
<td></td>
<td><strong>E5.6.S2.</strong> Students will be able to use simple utterances to state personal opinions about movies and movie characters.</td>
<td><strong>Conversations</strong></td>
</tr>
<tr>
<td><strong>Simple inquiries</strong></td>
<td></td>
<td></td>
<td><strong>Fairy tales</strong></td>
</tr>
<tr>
<td>What is the movie about?</td>
<td></td>
<td><strong>E5.6.R1.</strong> Students will be able to understand phrases and simple sentences on posters and advertisements about movies and movie characters.</td>
<td><strong>Illustrations</strong></td>
</tr>
<tr>
<td>It’s about friends/war/love/...</td>
<td></td>
<td></td>
<td><strong>Posters</strong></td>
</tr>
<tr>
<td><strong>Personal opinions</strong></td>
<td></td>
<td></td>
<td><strong>Questionnaire</strong></td>
</tr>
<tr>
<td>I think Superman is brave.</td>
<td></td>
<td></td>
<td><strong>Signs</strong></td>
</tr>
<tr>
<td>What’s your favorite film?</td>
<td></td>
<td></td>
<td><strong>Stories</strong></td>
</tr>
<tr>
<td>—Ice Age.</td>
<td></td>
<td></td>
<td><strong>Tables</strong></td>
</tr>
<tr>
<td>—I like Spirited Away.</td>
<td></td>
<td></td>
<td><strong>Videos</strong></td>
</tr>
<tr>
<td><strong>Telling the time</strong></td>
<td></td>
<td></td>
<td><strong>Tasks/Activities</strong></td>
</tr>
<tr>
<td>What time is the movie?</td>
<td></td>
<td></td>
<td><strong>Drama (Role Play, Simulation, Pantomime)</strong></td>
</tr>
<tr>
<td>—It’s at seven o’clock.</td>
<td></td>
<td></td>
<td><strong>Games</strong></td>
</tr>
<tr>
<td>—It’s at half past four.</td>
<td></td>
<td></td>
<td><strong>Information transfer</strong></td>
</tr>
<tr>
<td>brave</td>
<td></td>
<td></td>
<td><strong>Labeling</strong></td>
</tr>
<tr>
<td>beautiful</td>
<td></td>
<td></td>
<td><strong>Making Puppets</strong></td>
</tr>
<tr>
<td>boring</td>
<td></td>
<td></td>
<td><strong>Matching</strong></td>
</tr>
<tr>
<td>exciting</td>
<td></td>
<td></td>
<td><strong>Reordering</strong></td>
</tr>
<tr>
<td>evil</td>
<td></td>
<td></td>
<td><strong>Questions and Answers</strong></td>
</tr>
<tr>
<td><em>film types:</em> action, animation, cartoon, comedy, horror, etc.</td>
<td></td>
<td></td>
<td><strong>Storytelling</strong></td>
</tr>
<tr>
<td>friendly</td>
<td></td>
<td></td>
<td><strong>True/False/No information</strong></td>
</tr>
<tr>
<td>frightening</td>
<td></td>
<td></td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td>funny</td>
<td></td>
<td></td>
<td>• Students keep expanding their visual dictionary by including new vocabulary items.</td>
</tr>
<tr>
<td>helpful</td>
<td></td>
<td></td>
<td>• Students prepare a film poster and describe it to the peers in groups.</td>
</tr>
<tr>
<td>honest</td>
<td></td>
<td></td>
<td>• In groups, students make a survey to find out the favorite movies of their peers.</td>
</tr>
<tr>
<td>love</td>
<td></td>
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</tbody>
</table>
# 5. SINIF/5th GRADE

<table>
<thead>
<tr>
<th>Unit/ Theme</th>
<th>Functions &amp; Useful Language</th>
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</table>
| 7 Party Time | Asking for permission  
Mom, can I have a birthday party? —  
Sure/For sure. | Speaking  
E5.7.S3. Students will be able to use utterances to express obligation. |  
Contexts  
Advertisements  
Cartoons  
Conversations  
Coupons  
Illustrations  
Lists  
Menus  
Postcards  
Posters  
Rhymes  
Stories  
Tables  
Videos  
Tasks/Activities  
Chants and Songs  
Drama (Role Play, Simulation, Pantomime)  
Games  
Information transfer  
Labeling  
Matching  
Reordering  
Questions and Answers  
Storytelling  
True/False/No information  
Assignments  
• Students prepare a birthday celebration card for a friend.  
• Students prepare a calendar in English marking birthdays of their family members and friends.  
• Students prepare a shopping list for a birthday party. |
|             | Expressing and responding to thanks  
This is lovely, thanks./Thank you very much.  
—You’re (most) welcome. | E5.7.S4. Students will be able to state the date of an event. |  
Greeting and meeting people  
—Welcome!  
—Nice to see you!  
—Nice to have you here!  
—OK, see you (later)!  
—Take(good) care!  
Expressing obligation  
I must go to the birthday party. You must prepare a shopping list.  
Telling the days and dates  
When’s your birthday?  
—My birthday is in May.  
—My birthday is on Saturday.  
balloon, -s  
birthday, -s  
buy  

cake  
have/throw a party  
candle, -s  
delicious  
exciting  
months of the year  
present, -s/gift, -s |  
Reading  
E5.7.R1. Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards. |
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| 8 Fitness  | Making simple inquiries  
  Can you ride a bicycle?  
  —Yes, I can.  
  —No, I can't, but s/he can.  
  What is your favorite exercise?  
  What are your favorite sports?  
  Which exercise/sports do you like?  
  —Cycling.  
  —I like jogging.  

|  | Asking for clarification  
  Sorry, can/could you repeat that, please?  

|  | Making/accepting/refusing simple suggestions  
  Let's go hiking!  
  —OK/That sounds great/That's a good idea.  
  How about jogging?  
  —Sorry. I can't now. I must study.  
  —No. I am too tired.  
  —Well, sorry but I must...  

|  | activity  
  camping cycling (do) exercise fitness  
  fishing hiking jogging running trekking work out |
|---|---|
|  | Listening  
 E5.8.L1. Students will be able to understand simple oral texts about sports activities. |
|  | Speaking  
 E5.8.S1. Students will be able to make suggestions for a limited number of activities.  
 E5.8.S3. Students will be able to give simple personal information. |
|  | Reading  
 E5.8.R1. Students will be able to understand simple texts about sports activities. |
|  | Contexts  
 Advertisements  
 Cartoons  
 Conversations  
 Coupons  
 Illustrations  
 Lists  
 Menus  
 Postcards  
 Posters  
 Rhymes  
 Stories  
 Tables  
 Videos |
|  | Tasks/Activities  
 Arts and Crafts  
 Drama (Role Play, Simulation, Pantomime)  
 Games  
 Information transfer  
 Matching  
 Reordering  
 Questions and Answers  
 Storytelling  
 True/False/No information |
|  | Assignments  
 • Students keep expanding their visual dictionary by including new vocabulary items. |
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| **9 The Animal Shelter** | **Asking for permission (Making simple inquiries)**  
Can we adopt/get an animal?  
Can 1 feed the birds?  
—Of course you can.  
—That’s not a good idea.  
—Not right now.  
**Describing what people/animals are doing now**  
What is/are ...doing?  
—The cat is climbing the tree.  
—The boy is feeding the birds.  
—The vet is examining the rabbit.  
—The puppies are playing.  
adopt/get an animal bark claw, -s examine feed help kitten, -s puppy, -ies save sleep tail, -s vet (veterinary) now/right now/at the moment | **Listening**  
**E5.9.L1.** Students will be able to understand descriptions of what people/animals are doing at the moment.  
**Speaking**  
**E5.9.S1.** Students will be able to talk about what people/animals are doing at the moment.  
**E5.9.S3.** Students will be able to use simple utterances to describe what other people are doing at the moment.  
**Reading**  
**E5.9.R1.** Students will be able to understand short and simple texts about what people/animals are doing at the moment. | **Contexts**  
Advertisements  
Captions  
Cartoons  
Charts  
Conversations  
Fabl  
Illustrations  
Notes and Messages  
Posters  
Stories  
Videos  
**Tasks/Activities**  
Chants and Songs  
Drama(Role Play, Simulation, Pantomime)  
Games  
Information transfer  
Labeling  
Matching  
Questions and Answers  
Storytelling  
True/False/No Information  
**Assignments**  
• Students mime animals in front of the classroom, and the rest guess the actions performed by the students.  
• Students prepare posters about how to help animals in their neighborhoods. |
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<td><strong>10 Festivals</strong></td>
<td>Describing general events and repeated actions (Making simple inquiries) How does Ayşe celebrate Ramadan? — She visits her relatives. Children dance and sing on Children’s Day in Turkey. Chinese wear colorful clothes in Chinese New Year. <strong>Naming numbers</strong> numbers 100, 200, ..., 1000 Children’s Day Chinese New Year Eid Ramadan Independence Day</td>
<td><strong>Listening</strong> E5.10.L1. Students will be able to understand simple texts about festivals around the world. E5.10.L2. Students will be able to identify numbers from 100 to 1000. <strong>Speaking</strong> E5.10.S1. Students will be able to describe the events in a festival in a simple way. E5.10.S2. Students will be able to tell numbers from 100 to 1000. <strong>Reading</strong> E5.10.R1. Students will be able to understand visually supported short texts about festivals around the world.</td>
<td><strong>Contexts</strong> Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Songs Tables Videos <strong>Tasks/Activities</strong> Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Transfer Making Puppets Matching Questions and Answers Storytelling True/False/No information <strong>Assignments</strong> • Students complete and reflect on their visual dictionaries. • In groups, students work to prepare a poster on one of these festivals. Then they present their poster to their peers.</td>
</tr>
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</table>