



T.C.
MİLLÎ EĞİTİM BAKANLIĞI

İNGİLİZCE DERSİ

ÖĞRETİM PROGRAMI
(Kritik konu ve kazanımlar)

(Ortaokul 5. Sınıf)

2019 – 2020
Eğitim Öğretim Yılı
İkinci Dönem

5. 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>3</i>	<i>2</i>
<i>7</i>	<i>7</i>	<i>3</i>	<i>4</i>
<i>8</i>	<i>7</i>	<i>4</i>	<i>3</i>
<i>9</i>	<i>5</i>	<i>4</i>	<i>1</i>
<i>10</i>	<i>5</i>	<i>5</i>	<i>0</i>
<i>TOPLAM</i>	<i>29</i>	<i>19</i>	<i>10</i>

5. SINIF/5th GRADE

Unit/ Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
6 Movies	<p>Describing characters/people Superman is very strong/brave/...</p> <p>Expressing likes and dislikes I don't like/dislike/hate horror movies.</p> <p>Making simple inquiries What is the movie about? It's about friends/war/love/...</p> <p>Stating personal opinions I think Superman is brave. What's your favorite film? — Ice Age. — I like Spirited Away.</p> <p>Telling the time What time is the movie? — It's at seven o'clock. — It's at half past four.</p> <p>brave beautiful boring exciting evil <i>film types:</i> action, animation, cartoon, comedy, horror, etc. friendly frightening funny helpful honest love save strong travel ugly</p>	<p>Listening E5.6.L1. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types.</p> <p>E5.6.S2. Students will be able to use simple utterances to state personal opinions about movies and movie characters.</p> <p>Reading E5.6.R1. Students will be able to understand phrases and simple sentences on posters and advertisements about movies and movie characters.</p>	<p>Contexts Advertisements Cartoons Conversations Fairy tales Illustrations Posters Questionnaire Signs Stories Tables Videos</p> <p>Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Making Puppets Matching Reordering Questions and Answers Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a film poster and describe it to the peers in groups. • In groups, students make a survey to find out the favorite movies of their peers.

5. SINIF/5th GRADE

Unit/Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
7 Party Time	<p>Asking for permission Mom, can I have a birthday party? — Sure/For sure.</p> <p>Expressing and responding to thanks This is lovely, thanks./Thank you very much. — You're (most) welcome.</p> <p>Greeting and meeting people — Welcome! — Nice to see you! — Nice to have you here! — OK, see you (later)! — Take(good) care!</p> <p>Expressing obligation I must go to the birthday party. You must prepare a shopping list.</p> <p>Telling the days and dates When's your birthday? — My birthday is in May. — My birthday is on Saturday.</p> <p>balloon, -s birthday, -s buy cake have/throw a party candle, -s delicious exciting <i>months of the year</i> present, -s/gift, -s</p>	<p>Speaking E5.7.S3. Students will be able to use utterances to express obligation.</p> <p>E5.7.S4. Students will be able to state the date of an event.</p> <p>Reading E5.7.R1. Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards.</p>	<p>Contexts Advertisements Cartoons Conversations Coupons Illustrations Lists Menus Postcards Posters Rhymes Stories Tables Videos</p> <p>Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Reordering Questions and Answers Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • 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.

5. SINIF/5th GRADE

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8 Fitness	<p>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.</p> <p>Asking for clarification Sorry, can/could you repeat that, please?</p> <p>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</p>	<p>Listening E5.8.L1. Students will be able to understand simple oral texts about sports activities.</p> <p>Speaking E5.8.S1. Students will be able to make suggestions for a limited number of activities.</p> <p>E5.8.S3. Students will be able to give simple personal information.</p> <p>Reading E5.8.R1. Students will be able to understand simple texts about sports activities.</p>	<p>Contexts Advertisements Cartoons Conversations Coupons Illustrations Lists Menus Postcards Posters Rhymes Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Drama (Role Play, Simulation, Pantomime) Games Information transfer Matching Reordering Questions and Answers Storytelling True/False/No information</p> <p>Assignments • Students keep expanding their visual dictionary by including new vocabulary items.</p>

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9 The Animal Shelter	<p>Asking for permission (Making simple inquiries) Can we adopt/get an animal? Can I feed the birds? —Of course you can. —That’s not a good idea. —Not right now.</p> <p>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.</p> <p>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</p>	<p>Listening E5.9.I.1. Students will be able to understand descriptions of what people/animals are doing at the moment.</p> <p>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.</p> <p>Reading E5.9.R1. Students will be able to understand short and simple texts about what people/animals are doing at the moment.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Fable Illustrations Notes and Messages Posters Stories Videos</p> <p>Tasks/Activities Chants and Songs Drama(Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Storytelling True/False/No Information</p> <p>Assignments</p> <ul style="list-style-type: none"> • 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.

5. SINIF/5th GRADE

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10 Festivals	<p>Describing general events and repeated actions (Making simple inquiries) How does Aysel celebrate Ramadan? —She visits her relatives. Children dance and sing on Children’s Day in Turkey. Chinese wear colorful clothes in Chinese New Year.</p> <p>Naming numbers numbers 100, 200, ..., 1000</p> <p>Children’s Day Chinese New Year Eid Ramadan Independence Day</p>	<p>Listening E5.10.L1. Students will be able to understand simple texts about festivals around the world.</p> <p>E5.10.L2. Students will be able to identify numbers from 100 to 1000.</p> <p>Speaking E5.10.S1. Students will be able to describe the events in a festival in a simple way.</p> <p>E5.10.S2. Students will be able to tell numbers from 100 to 1000.</p> <p>Reading E5.10.R1. Students will be able to understand visually supported short texts about festivals around the world.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Songs Tables Videos</p> <p>Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Transfer Making Puppets Matching Questions and Answers Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • 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.