<table>
<thead>
<tr>
<th>Month</th>
<th>Week</th>
<th>Hour</th>
<th>Unit / Theme</th>
<th>Functions &amp; Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Contexts, Tasks and Assignments</th>
</tr>
</thead>
</table>
| OCTOBER    | 18-22     | 2    | Classroom Rules | Asking for permission  
Can/May I come in/go out?
— Yes, you can.
— Sure/Of course.
— Sorry, not right now.  
Making simple requests  
Give me the book, please.
— Sure/Of course.
— Here you are.
Say that again, please. | Listening  
E4.1.L1. Students will be able to understand short and clear utterances about requests.
E4.1.L2. Students will be able to understand short and clear utterances about permission.
E4.1.L3. Students will be able to recognize simple classroom instructions.
E4.1.L4. Students will be able to recognize numbers from one to fifty.  
Speaking  
E4.1.S1. Students will be able to interact with their classmates through asking for and giving permission in short utterances.
E4.1.S2. Students will be able to make requests by using simple utterances.
E4.1.S3. Students will be able to give and respond to simple instructions verbally.
E4.1.S4. Students will be able to count up to fifty. | Contexts  
Captions  
Cartoons  
Conversations  
Illustrations  
Instructions  
Lists  
Notes and Messages  
Posters  
Signs  
Songs  
Videos  
Tasks/Activities  
Arts and Crafts  
Chants and Songs  
Drama (Role Play, Simulation, Pantomime)  
Drawing and Coloring  
Games  
Making Puppets  
Matching  
Questions and Answers  
Assignments  
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. |
| 09 - 13    | 2         | 2    | Classroom Rules | Telling someone what to do  
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.  
Naming numbers  
Numbers from 1 to 50.
eraser, -s  
join  
leave  
pencil case, -s  
pencil sharpener, -s  
ruler, -s  
stay  
take  
turn on/off |
### 2017-2018 EĞİTİM ÖĞRETİM YILI

**4. SINIFLAR İNGİLİZCE DERSİ ÜNİTELendirilmiş Yıllık Planı**

<table>
<thead>
<tr>
<th>Month</th>
<th>Week</th>
<th>Hour</th>
<th>Unit / Theme</th>
<th>Functions &amp; Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Contexts, Tasks and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTOBER - NOVEMBER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 16 - 20</td>
<td>2</td>
<td>2</td>
<td>Nationality</td>
<td>Identifying countries and nationalities</td>
<td>Listening: E4.2.L1. Students will be able to recognize information about other people.</td>
<td>Contexts: Captions, Cartoons, Charts, Conversations, Illustrations, Instructions, Lists, Maps, Postcards, Posters, Rhymes, Songs, Tables</td>
</tr>
<tr>
<td>(Week 5)</td>
<td></td>
<td></td>
<td></td>
<td>— Is s/he from Japan? — Maybe.</td>
<td>E4.2.L2. Students will be able to identify different people’s nationalities.</td>
<td>Tasks/Activities: Arts and Crafts, Chants and Songs, Drama (Role Play, Simulation, Pantomime), Drawing and Coloring, Games, Labeling, Making Puppets, Matching, Questions and Answers, Storytelling</td>
</tr>
<tr>
<td>October 23 - 27</td>
<td>2</td>
<td>2</td>
<td>Nationality</td>
<td>Is s/he from Germany? — I think so.</td>
<td>Speaking: E4.2.S1. Students will be able to talk about nations and nationalities.</td>
<td>Assignments: • Students prepare finger puppets (of different nationalities) and practise short dialogues about countries and nationalities.</td>
</tr>
<tr>
<td>(Week 6)</td>
<td></td>
<td></td>
<td></td>
<td>Where are you from? — I am from Turkey.</td>
<td>E4.2.S2. Students will be able to talk about locations of cities.</td>
<td></td>
</tr>
<tr>
<td>November 06 - 10</td>
<td>2</td>
<td>2</td>
<td>Nationality</td>
<td>— S/he is from France. Are you British?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Week 8)</td>
<td></td>
<td></td>
<td></td>
<td>— No, I am not.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 30 - 1</td>
<td>2</td>
<td>2</td>
<td>Nationality</td>
<td>Is s/he Russian?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 3</td>
<td></td>
<td></td>
<td></td>
<td>— Yes, s/he is.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 6 - 10</td>
<td>2</td>
<td>2</td>
<td>Nationality</td>
<td>— No, s/he isn’t.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Week 9)</td>
<td></td>
<td></td>
<td></td>
<td>— I think so.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tasks/Activities**
- Arts and Crafts
- Chants and Songs
- Drama (Role Play, Simulation, Pantomime)
- Drawing and Coloring
- Games
- Labeling
- Making Puppets
- Matching
- Questions and Answers
- Storytelling

**Assignments**
- Students prepare finger puppets (of different nationalities) and practise short dialogues about countries and nationalities.
### Expressing ability and inability

Can you play the piano?  
Can s/he jump?  
—Yes, s/he can./No, s/he can’t.  
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 ...

#### Talking about possessions (Making simple inquiries)

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 …?

carry  
catch  
climb a tree  
dive  
do puzzles  
drive  
jump  
fly  
... the guitar/the piano, etc.  
ride a horse  
speak  
take pictures

### Language Skills and Learning Outcomes

#### Listening

**E4.3.L1.** Students will be able to get the main idea of a simple oral text about the abilities of the self and others.  
**E4.3.L2.** Students will be able to recognize possessions of others in a clear, short and slow oral text.

#### Speaking

**E4.3.S1.** Students will be able to talk about their own and others’ possessions.  
**E4.3.S2.** Students will be able to deliver a simple, brief speech about abilities with an initial preparation.

### Suggested Contexts, Tasks and Assignments

**Contexts**
- Captions  
- Cartoons  
- Charts  
- Conversations  
- Illustrations  
- Notices Posters  
- Probes/Realia  
- Rhymes Songs  
- Stories  
- Tables  
- Videos  

**Tasks/Activities**
- Arts and Crafts  
- Chants and Songs  
- Drama (Role Play, Simulation, Pantomime)  
- Drawing and Coloring  
- Games Matching  
- Making Puppets  
- Questions and Answers  
- Storytelling

**Assignments**
- Students keep expanding their visual dictionary by including new vocabulary items.
- Students make puppets of heroes they prefer, describe their abilities and present them in groups.
2017-2018 EĞİTİM ÖĞRETİM YILI .............................................. İLKOKULU
4. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK PLANI

<table>
<thead>
<tr>
<th>Month</th>
<th>Week</th>
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<th>Unit / Theme</th>
<th>Functions &amp; Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Contexts, Tasks and Assignments</th>
</tr>
</thead>
</table>
|DECEMBER| 04-08 December 2017 (Week 12)| 2 | | Expressing likes and dislikes  
I like reading/swimming.  
I dislike playing chess/ singing.  
Making simple inquiries  
Do you like dancing?  
— Yes, I do.  
Do you like watching cartoons?  
— No, I don’t.  
Asking for clarification  
Can you say that again, please? Pardon me?  
Say that again, please. Slowly, please.  
coloring book,  
s drawing  
flying a kite  
... with marbles  
... chess  
... table tennis  
... football  
reading  
comics  
ridding a bike  
watching  
cartoons  
swimming  
learning  
English| | | |
| 11-15 December 2017 (Week 13)| 2 | 4 | Free Time| | | |
| 18-22 December 2017 (Week 14)| 2 | | | | | |

Listening  
E4.4.L1. Students will be able to understand the general information in an oral text about likes and dislikes.

Speaking  
E4.4.S1. Students will be able to talk about their likes and dislikes.  
E4.4.S2. Students will be able to engage in simple conversations about likes and dislikes.  
E4.4.S3. Students will be able to ask for clarification in conversations.

Contexts  
Captions  
Cartoons Charts  
Conversations  
Illustrations  
Notices Posters  
Rhymes Songs  
Stories  
Tables  
Videos  

Tasks/Activities  
Arts and Crafts  
Chants and Songs  
Drama (Role Play, Simulation, Pantomime)  
Drawing and Coloring  
Games Labeling  
Making Puppet  
Matching  
Questions and Answers

Assignments  
- 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.
## 2017-2018 Eğitim Öğretim Yılı

### İlkokulu 4. Sınıflar İngilizce Dersi Ünitélendirilmiş Yıllık Planı

<table>
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<tr>
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<th>Language Skills and Learning Outcomes</th>
<th>Suggested Contexts, Tasks and Assignments</th>
</tr>
</thead>
</table>
| DECEMBER - JANUARY - FEBRUARY | 2    | 2    | Talking about daily routines | Listening  
E4.5.L1. Students will be able to understand the general and specific information in a short, oral text about daily routines.  
E4.5.L2. Students will be able to recognize the time in a short oral text.  
Speaking  
E4.5.S1. Students will be able to talk about their daily routines.  
E4.5.S2. Students will be able to talk about the time.  
Talking about daily routines  
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.  
Making simple inquiries  
What do you do at noon?  
— I have lunch at school.  
What do you do in the afternoon?  
— I watch TV at home.  
Telling the time and days  
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 |
|                           | 5    | 2    | My Day            |                                                      |                                                                                                        |                                                                                  |
| 02-05 January 2018 (Week 15) | 2    | 2    |                   |                                                      |                                                                                                        |                                                                                  |
| 08-12 January 2018 (Week 16) | 2    | 2    |                   |                                                      |                                                                                                        |                                                                                  |
| 15-19 January 2018 (Week 17) | 2    | 2    |                   |                                                      |                                                                                                        |                                                                                  |
| 02-06 March 2018 (Week 18)  | 2    | 2    |                   |                                                      |                                                                                                        |                                                                                  |
| 02-06 March 2018 (Week 19)  | 2    | 2    |                   |                                                      |                                                                                                        |                                                                                  |

**Contexts**
- Advertisements
- Captions
- Cartoons
- Charts
- Conversations
- Fairy tales
- Illustrations
- Lists
- Notes and Messages
- Poems
- Postcards
- Posters
- Probes/Realia
- Rhymes
- Songs
- Tables
- Videos

**Tasks/Activities**
- Arts and Crafts
- Chants and Songs
- Drama (Role Play, Simulation, Pantomime)
- Drawing and Coloring
- Games
- Making Puppets
- Matching
- Questions and Answers
- Reordering
- Storytelling

**Assignments**
- 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.
### Functions & Useful Language

**Giving and responding to simple instructions**
- Plant it.
- Water it.
- Cut the paper.
- Don’t cut it now! Fold it.
- Mix black and white, and you get gray.

**Making simple inquiries**
- What is “science” in Turkish?
- What is “cover”?
- What is in the cup?

**Talking about locations**
- 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

### Language Skills and Learning Outcomes

**Listening**
- **E4.6.L1.** Students will be able to understand and follow simple instructions.
- **E4.6.L2.** Students will be able to recognize phrases/descriptions about locations.

**Speaking**
- **E4.6.S1.** Students will be able to give short and basic instructions.
- **E4.6.S2.** Students will be able to talk about locations of objects.
- **E4.6.S3.** Students will be able to ask and answer simple clarification questions.

### Suggested Contexts, Tasks and Assignments

**Contexts**
- Captions
- Cartoons
- Charts
- Conversations
- Illustrations
- Instructions
- Lists
- Poems Posters
- Probes/Realia
- Rhymes Songs
- Tables
- Videos

**Tasks/Activities**
- Arts and Crafts
- Chants and Songs
- Drama (Role Play, Simulation, Pantomime)
- Drawing and Coloring
- Games
- Labeling
- Matching
- Questions and Answers
- Reordering

**Assignments**
- Students keep expanding their visual dictionary by including new vocabulary items.
- Students prepare a poster illustrating the steps of an experiment with simple instructions.
### Listening
**E4.7.L1.** Students will be able to identify other people’s jobs and likes in a short, simple oral text.

### Speaking
**E4.7.S1.** Students will be able to talk about other people’s jobs and likes in simple conversations.

#### Contexts
- Advertisements
- Captions
- Cartoons Charts
- Conversations
- Illustrations Lists
- Podcasts
- Posters
- Probes/Realia
- Rhymes Songs
- Stories
- Videos

#### Tasks/Activities
- Arts and Crafts
- Chants and Songs
- Drama (Role Play, Simulation, Pantomime)
- Drawing and Coloring
- Games Labeling
- Matching Making
- Puppets
- Questions and Answers
- Storytelling

#### Assignments
- 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.
### Functions & Useful Language
- **Describing the weather (Expressing basic needs)**
  - 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.
- **Making simple requests**
  - Can I borrow your umbrella?
  - Here you are.
  - No. Sorry, it’s broken.
- **Naming the seasons of the year**
  - It is ...
  - autumn/fall
  - spring
  - summer
  - winter

### Language Skills and Learning Outcomes
- **Listening**
  - **E4.8.L1.** Students will be able to understand short oral texts about weather conditions and clothing.
  - **E4.8.L2.** Students will be able to recognize the names of the seasons and clothes in short oral texts.

- **Speaking**
  - **E4.8.S1.** Students will be able to describe the weather conditions.
  - **E4.8.S2.** Students will be able to name the seasons.
  - **E4.8.S3.** Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations.
  - **E4.8.S4.** Students will be able to make simple request about borrowing.

### Suggested Contexts, Tasks and Assignments
- **Contexts**
  - Advertisements
  - Captions
  - Cartoons Charts
  - Conversations
  - Illustrations Lists
  - Notes and Messages
  - Poems
  - Postcards
  - Posters
  - Rhymes
  - Signs
  - Songs
  - Stories
  - Tables
  - Videos

- **Tasks/Activities**
  - Arts and Crafts
  - Chants and Songs
  - Drama (Role Play, Simulation, Pantomime)
  - Drawing and Coloring
  - Games Labeling
  - Making Puppets
  - Matching
  - Questions and Answers
  - Reordering
  - Storytelling

- **Assignments**
  - 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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</tr>
</thead>
<tbody>
<tr>
<td>APRIL - MAY</td>
<td>9 - 19 May 2018 (Week 32)</td>
<td>Describing people (Making simple inquiries)</td>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>— Does s/he have blonde hair?</td>
<td><strong>E4.9.L1.</strong> Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>— What does s/he look like?</td>
<td><strong>E4.9.L2.</strong> Students will be able to understand short, oral texts about possessions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>— She is tall and slim.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>— He is young and thin.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>— He has dark hair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td><strong>Talking about possessions</strong></td>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>I have brown hair.</td>
<td><strong>E4.9.S1.</strong> Students will be able to describe their friends and other people (family members, teachers, etc.).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>S/he has brown eyes.</td>
<td><strong>E4.9.S2.</strong> Students will be able to ask and answer questions about other people’s physical characteristics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>He has curly hair and a moustache.</td>
<td><strong>E4.9.S3.</strong> Students will be able to talk about possessions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>My/your hair is short.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>Her/his legs are very long.</td>
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<tr>
<td></td>
<td>2</td>
<td>bald</td>
<td></td>
<td></td>
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<td></td>
<td>2</td>
<td>beard</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>beautiful</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>blonde</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>curly/dark/straight/wavy/short/long hair</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>handsome</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>moustache</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>short/tall</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>slim</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>thin</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>young/middle</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>aged/old</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assignments**
- Students prepare a poster about a friend or a family member and describe him/her by using simple phrases.
- 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.
## İLKOKULU 4. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK PLANI

<table>
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<tr>
<th>Month</th>
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<tbody>
<tr>
<td>JUNE</td>
<td>2</td>
<td>2</td>
<td>Food &amp; Drinks</td>
<td>Making offers</td>
<td>Listening</td>
<td>Contexts</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>Do you want a sandwich?</td>
<td>E4.10.L1. Students will be able to recognize simple words and phrases about food and drinks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>Want a sandwich?</td>
<td>E4.10.L2. Students will be able to understand the offers about their basic needs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>Would you like a sandwich?</td>
<td>E4.10.L3. Students will be able to identify others' needs and feelings in simple oral texts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>—No, thanks. I'm full.</td>
<td></td>
<td>Tasks/Activities</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>—Yes, please.</td>
<td></td>
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<td>2</td>
<td>2</td>
<td></td>
<td>What/How about an apple?</td>
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<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>—Not now, thanks.</td>
<td></td>
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<td></td>
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<td></td>
<td>—No, thanks, maybe later.</td>
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<td></td>
<td>Expressing basic needs and feelings (Making simple inquiries)</td>
<td></td>
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<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>I want some milk, please.</td>
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<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>Are you hungry?</td>
<td></td>
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<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>—Yes, I am, and I want some ... please.</td>
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<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>—No, I'm not hungry.</td>
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<td></td>
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<td></td>
<td>—Yes, I feel hungry.</td>
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<td>2</td>
<td>2</td>
<td></td>
<td>Is s/he thirsty?</td>
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<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>—Yes, s/he is. / No, s/he isn't.</td>
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<td></td>
<td>bread</td>
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<td>butter</td>
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<td>cheese</td>
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<td></td>
<td>coffee</td>
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<td></td>
<td>cupcake, -s</td>
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<td>fish and chips</td>
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<td>honey</td>
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<td>lemonade</td>
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<td>marmalade</td>
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<td>olive, -s</td>
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<td>soup</td>
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<td>tea yoghurt</td>
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<td></td>
<td>now/later</td>
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</table>

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18/09/2017
Uygundur

İngilizce Dersi Öğretmeni

Okul Müdürü