**.......................OKULU İNGİLİZCE DERSİ ...... SINIFI
ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI**

| **AY** | **HAFTA** | **SAAT** | **UNIT/THEME** | **FUNCTIONS & USEFUL LANGUAGE** | **LANGUAGE SKILLS** | **LEARNING OUTCOMES** | **TESTING & EVALUATION** | **SUGGESTED CONTEXTS, TASKS & ASSIGNMENTS** | **DEĞERLENDİRME** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| EYLÜL | 1.HAFTA(08-14) | 3 SAAT | 1 Friendship | Accepting and refusing / Apologizing/ Giving explanations and reasons Would you like to come over tomorrow? —I’m sorry, but I can’t come over because my cousin is coming tomorrow. —Sure, that sounds fun! Would you like some fruit juice? —Yes, I’d love some. —No, thanks. I’m full/stuffed. —Yeah, that would be great. How about going to the cinema this Saturday? —Sure, it sounds good/great/awesome. —Yeah, why not. —I’ll text our friends to come over at 7 o’clock, then. Making simple inquiries Are you busy tomorrow evening? —No, not at all. Why? back up best/close/true friend, -s buddy, -ies cool count on get on well with somebody go for a walk laid-back mate, -s secret, -s share support trust | Listening Spoken Interaction Spoken Production Reading Writing | E8.1.L1. Students will be able to understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. E8.1.SI1. Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. E8.1.SP1. Students will be able to structure a talk to make simple inquiries, give explanations and reasons. E8.1.R1. Students will be able to understand short and simple texts about friendship. E8.1.R2. Students will be able to understand short and simple invitation letters, cards and e-mails. E8.1.W1. Students will be able to write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a visual dictionary by including new vocabulary items. |  |
| EYLÜL | 2.HAFTA(15-21) | 3 SAAT | 1 Friendship | Accepting and refusing / Apologizing/ Giving explanations and reasons Would you like to come over tomorrow? —I’m sorry, but I can’t come over because my cousin is coming tomorrow. —Sure, that sounds fun! Would you like some fruit juice? —Yes, I’d love some. —No, thanks. I’m full/stuffed. —Yeah, that would be great. How about going to the cinema this Saturday? —Sure, it sounds good/great/awesome. —Yeah, why not. —I’ll text our friends to come over at 7 o’clock, then. Making simple inquiries Are you busy tomorrow evening? —No, not at all. Why? back up best/close/true friend, -s buddy, -ies cool count on get on well with somebody go for a walk laid-back mate, -s secret, -s share support trust | Listening Spoken Interaction Spoken Production Reading Writing | E8.1.L1. Students will be able to understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. E8.1.SI1. Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. E8.1.SP1. Students will be able to structure a talk to make simple inquiries, give explanations and reasons. E8.1.R1. Students will be able to understand short and simple texts about friendship. E8.1.R2. Students will be able to understand short and simple invitation letters, cards and e-mails. E8.1.W1. Students will be able to write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| EYLÜL | 3.HAFTA(22-28) | 3 SAAT | 1 Friendship | Accepting and refusing / Apologizing/ Giving explanations and reasons Would you like to come over tomorrow? —I’m sorry, but I can’t come over because my cousin is coming tomorrow. —Sure, that sounds fun! Would you like some fruit juice? —Yes, I’d love some. —No, thanks. I’m full/stuffed. —Yeah, that would be great. How about going to the cinema this Saturday? —Sure, it sounds good/great/awesome. —Yeah, why not. —I’ll text our friends to come over at 7 o’clock, then. Making simple inquiries Are you busy tomorrow evening? —No, not at all. Why? back up best/close/true friend, -s buddy, -ies cool count on get on well with somebody go for a walk laid-back mate, -s secret, -s share support trust | Listening Spoken Interaction Spoken Production Reading Writing | E8.1.L1. Students will be able to understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. E8.1.SI1. Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. E8.1.SP1. Students will be able to structure a talk to make simple inquiries, give explanations and reasons. E8.1.R1. Students will be able to understand short and simple texts about friendship. E8.1.R2. Students will be able to understand short and simple invitation letters, cards and e-mails. E8.1.W1. Students will be able to write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| EKİM | 4.HAFTA(29-05) | 3 SAAT | 1 Friendship | Accepting and refusing / Apologizing/ Giving explanations and reasons Would you like to come over tomorrow? —I’m sorry, but I can’t come over because my cousin is coming tomorrow. —Sure, that sounds fun! Would you like some fruit juice? —Yes, I’d love some. —No, thanks. I’m full/stuffed. —Yeah, that would be great. How about going to the cinema this Saturday? —Sure, it sounds good/great/awesome. —Yeah, why not. —I’ll text our friends to come over at 7 o’clock, then. Making simple inquiries Are you busy tomorrow evening? —No, not at all. Why? back up best/close/true friend, -s buddy, -ies cool count on get on well with somebody go for a walk laid-back mate, -s secret, -s share support trust | Listening Spoken Interaction Spoken Production Reading Writing | E8.1.L1. Students will be able to understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. E8.1.SI1. Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. E8.1.SP1. Students will be able to structure a talk to make simple inquiries, give explanations and reasons. E8.1.R1. Students will be able to understand short and simple texts about friendship. E8.1.R2. Students will be able to understand short and simple invitation letters, cards and e-mails. E8.1.W1. Students will be able to write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| EKİM | 5.HAFTA(06-12) | 3 SAAT | 2 Teen Life | Expressing likes and dislikes I love/like/enjoy going to concerts. I hate/dislike shopping with my parents. Expressing preferences I prefer hip-hop concerts, I think they’re terrific. I prefer reading the news online. Stating personal opinions (Making simple inquiries) What do you do in the evenings? I usually do my homework, but I also listen to music. I love rap. And to be honest, I never listen to pop music; I can’t stand it. I think it’s unbearable. I rarely/seldom go to the theater. I am fond of/keen on camping. argue casual fashion, -s impressive relationship, -s ridiculous serious snob, -s teenager, -s terrific trendy unbearable types of music | Listening Spoken Interaction Spoken Production Reading Writing | E8.2.L1. Students will be able to understand phrases and expressions about regular activities of teenagers. E8.2.SI1. Students will be able to talk about regular activities of teenagers. E8.2.SP1. Students will be able to express what they prefer, like and dislike. E8.2.SP2. Students will be able to give a simple description of daily activities in a simple way. E8.2.R1. Students will be able to understand short and simple texts about regular activities of teenagers. E8.2.W1. Students will be able to write a short and simple paragraph about regular activities of teenagers. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students write a short and simple paragraph about a music band and state the characterictics of the band. |  |
| EKİM | 6.HAFTA(13-19) | 3 SAAT | 2 Teen Life | Expressing likes and dislikes I love/like/enjoy going to concerts. I hate/dislike shopping with my parents. Expressing preferences I prefer hip-hop concerts, I think they’re terrific. I prefer reading the news online. Stating personal opinions (Making simple inquiries) What do you do in the evenings? I usually do my homework, but I also listen to music. I love rap. And to be honest, I never listen to pop music; I can’t stand it. I think it’s unbearable. I rarely/seldom go to the theater. I am fond of/keen on camping. argue casual fashion, -s impressive relationship, -s ridiculous serious snob, -s teenager, -s terrific trendy unbearable types of music | Listening Spoken Interaction Spoken Production Reading Writing | E8.2.L1. Students will be able to understand phrases and expressions about regular activities of teenagers. E8.2.SI1. Students will be able to talk about regular activities of teenagers. E8.2.SP1. Students will be able to express what they prefer, like and dislike. E8.2.SP2. Students will be able to give a simple description of daily activities in a simple way. E8.2.R1. Students will be able to understand short and simple texts about regular activities of teenagers. E8.2.W1. Students will be able to write a short and simple paragraph about regular activities of teenagers. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| EKİM | 7.HAFTA(20-26) | 3 SAAT | 2 Teen Life | Expressing likes and dislikes I love/like/enjoy going to concerts. I hate/dislike shopping with my parents. Expressing preferences I prefer hip-hop concerts, I think they’re terrific. I prefer reading the news online. Stating personal opinions (Making simple inquiries) What do you do in the evenings? I usually do my homework, but I also listen to music. I love rap. And to be honest, I never listen to pop music; I can’t stand it. I think it’s unbearable. I rarely/seldom go to the theater. I am fond of/keen on camping. argue casual fashion, -s impressive relationship, -s ridiculous serious snob, -s teenager, -s terrific trendy unbearable types of music | Listening Spoken Interaction Spoken Production Reading Writing | E8.2.L1. Students will be able to understand phrases and expressions about regular activities of teenagers. E8.2.SI1. Students will be able to talk about regular activities of teenagers. E8.2.SP1. Students will be able to express what they prefer, like and dislike. E8.2.SP2. Students will be able to give a simple description of daily activities in a simple way. E8.2.R1. Students will be able to understand short and simple texts about regular activities of teenagers. E8.2.W1. Students will be able to write a short and simple paragraph about regular activities of teenagers. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| EKİM-KASIM | 8.HAFTA(27-02) | 3 SAAT | CENTRAL EXAMINATION SYSTEMCENTRAL EXAMINATION SYSTEMCENTRAL EXAMINATION SYSTEM |  | CENTRAL EXAMINATION SYSTEMCENTRAL EXAMINATION SYSTEMCENTRAL EXAMINATION SYSTEM |  | 1,yazılı1,yazılı1,yazılı |  | **Cumhuriyet Bayramı** |
| KASIM | 9.HAFTA(03-09) | 3 SAAT | 3 In The Kitchen | Describing simple processes It’s easy to make an omlette. Let me tell you how to make an omlette. First, put some oil into a pan and heat it. Second, mix two eggs in a bowl. Then add some salt. After that, add some cheese and milk. Finally, pour the mixture into the hot pan. Expressing preferences Do you prefer cooking pizza or pasta? —I love cooking and eating pizza. —I usually prefer cooking pasta. Making simple inquiries Do I use two or three eggs? What can/should I use to cook soup? bake bitter boil chop flour fry ingredients kitchen tools (knife, spoon, fork, pan, plate, oven …) meal mix oil peel pour salty slice sour spicy tasty | Listening Spoken Interaction Spoken Production Reading Writing | E8.3.L1. Students will be able to get the gist of short, clear, simple descriptions of a process. E8.3.SI1. Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed. E8.3.SP1. Students will be able to give a simple description about a process. E8.3.R1. Students will be able to understand the overall meaning of short texts about a process. E8.3.R2. Students will be able to guess the meaning of unknown words from the text. E8.3.W1. Students will be able to write a series of simple phrases and sentences by using linkers to describe a process. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Menus Notes and Messages Podcasts Posters Questionnaires Recipes Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about their favorite meal and provide the preparation process. | **Kızılay Haftası** |
| KASIM | 10.HAFTA(17-23) | 3 SAAT | 3 In The Kitchen | Describing simple processes It’s easy to make an omlette. Let me tell you how to make an omlette. First, put some oil into a pan and heat it. Second, mix two eggs in a bowl. Then add some salt. After that, add some cheese and milk. Finally, pour the mixture into the hot pan. Expressing preferences Do you prefer cooking pizza or pasta? —I love cooking and eating pizza. —I usually prefer cooking pasta. Making simple inquiries Do I use two or three eggs? What can/should I use to cook soup? bake bitter boil chop flour fry ingredients kitchen tools (knife, spoon, fork, pan, plate, oven …) meal mix oil peel pour salty slice sour spicy tasty | Listening Spoken Interaction Spoken Production Reading Writing | E8.3.L1. Students will be able to get the gist of short, clear, simple descriptions of a process. E8.3.SI1. Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed. E8.3.SP1. Students will be able to give a simple description about a process. E8.3.R1. Students will be able to understand the overall meaning of short texts about a process. E8.3.R2. Students will be able to guess the meaning of unknown words from the text. E8.3.W1. Students will be able to write a series of simple phrases and sentences by using linkers to describe a process. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  | **Dünya Çocuk Hakları Günü** |
| KASIM | 11.HAFTA(24-30) | 3 SAAT | 3 In The Kitchen | Describing simple processes It’s easy to make an omlette. Let me tell you how to make an omlette. First, put some oil into a pan and heat it. Second, mix two eggs in a bowl. Then add some salt. After that, add some cheese and milk. Finally, pour the mixture into the hot pan. Expressing preferences Do you prefer cooking pizza or pasta? —I love cooking and eating pizza. —I usually prefer cooking pasta. Making simple inquiries Do I use two or three eggs? What can/should I use to cook soup? bake bitter boil chop flour fry ingredients kitchen tools (knife, spoon, fork, pan, plate, oven …) meal mix oil peel pour salty slice sour spicy tasty | Listening Spoken Interaction Spoken Production Reading Writing | E8.3.L1. Students will be able to get the gist of short, clear, simple descriptions of a process. E8.3.SI1. Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed. E8.3.SP1. Students will be able to give a simple description about a process. E8.3.R1. Students will be able to understand the overall meaning of short texts about a process. E8.3.R2. Students will be able to guess the meaning of unknown words from the text. E8.3.W1. Students will be able to write a series of simple phrases and sentences by using linkers to describe a process. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Menus Notes and Messages Podcasts Posters Questionnaires Recipes Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about their favorite meal and provide the preparation process. | **Öğretmenler Günü** |
| ARALIK | 12.HAFTA(01-07) | 3 SAAT | 4 On The Phone | Following phone conversations Hello! This is ... calling, is ... in? May I speak to ...? Is ... there? Hang on a minute; I’ll get him/ her. Can you hold on a moment, please? I’m afraid he is not available at the moment. He has gone out. Would you like to leave a message? Stating decisions taken at the time of speaking I’ll talk to you soon. I’ll see you at the café tomorrow, then. We’ll meet next Saturday, then. I’m sorry to hear that. We’ll meet up later, then. I’ll get back to you in an hour. [The phone rings] I will take that. available connect contact dial engaged extension get/keep in touch get back hang on/up hold line memo, -s pick up polite put someone through | Listening Spoken Interaction Spoken Production Reading Writing | E8.4.L1. Students will be able to understand phrases and related vocabulary items. E8.4.L2. Students will be able to follow a phone conversation. E8.4.SI1. Students will be able to make a simple phone call asking and responding to questions. E8.4.SP1. Students will be able to express their decisions taken at the moment of conversation. E8.4.R1. Students will be able to understand short and simple texts with related vocabulary. E8.4.W1. Students will be able to write short and simple conversations. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  | **Dünya Engelliler Günü** |
| ARALIK | 13.HAFTA(08-14) | 3 SAAT | 4 On The Phone | Following phone conversations Hello! This is ... calling, is ... in? May I speak to ...? Is ... there? Hang on a minute; I’ll get him/ her. Can you hold on a moment, please? I’m afraid he is not available at the moment. He has gone out. Would you like to leave a message? Stating decisions taken at the time of speaking I’ll talk to you soon. I’ll see you at the café tomorrow, then. We’ll meet next Saturday, then. I’m sorry to hear that. We’ll meet up later, then. I’ll get back to you in an hour. [The phone rings] I will take that. available connect contact dial engaged extension get/keep in touch get back hang on/up hold line memo, -s pick up polite put someone through | Listening Spoken Interaction Spoken Production Reading Writing | E8.4.L1. Students will be able to understand phrases and related vocabulary items. E8.4.L2. Students will be able to follow a phone conversation. E8.4.SI1. Students will be able to make a simple phone call asking and responding to questions. E8.4.SP1. Students will be able to express their decisions taken at the moment of conversation. E8.4.R1. Students will be able to understand short and simple texts with related vocabulary. E8.4.W1. Students will be able to write short and simple conversations. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Blogs E-mails Illustrations Lists Notes and Messages Podcasts Posters Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students work to act out a call center drama task. In groups, students are given role cards describing tasks for each. One by one they call the call center to share their problems. |  |
| ARALIK | 14.HAFTA(15-21) | 3 SAAT | 4 On The Phone | Following phone conversations Hello! This is ... calling, is ... in? May I speak to ...? Is ... there? Hang on a minute; I’ll get him/ her. Can you hold on a moment, please? I’m afraid he is not available at the moment. He has gone out. Would you like to leave a message? Stating decisions taken at the time of speaking I’ll talk to you soon. I’ll see you at the café tomorrow, then. We’ll meet next Saturday, then. I’m sorry to hear that. We’ll meet up later, then. I’ll get back to you in an hour. [The phone rings] I will take that. available connect contact dial engaged extension get/keep in touch get back hang on/up hold line memo, -s pick up polite put someone through | Listening Spoken Interaction Spoken Production Reading Writing | E8.4.L1. Students will be able to understand phrases and related vocabulary items. E8.4.L2. Students will be able to follow a phone conversation. E8.4.SI1. Students will be able to make a simple phone call asking and responding to questions. E8.4.SP1. Students will be able to express their decisions taken at the moment of conversation. E8.4.R1. Students will be able to understand short and simple texts with related vocabulary. E8.4.W1. Students will be able to write short and simple conversations. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| ARALIK | 15.HAFTA(22-28) | 3 SAAT |  |  |  |  | 2.yazılı |  |  |
| ARALIK-OCAK | 16.HAFTA(29-04) | 3 SAAT | 5 The Internet5 The Internet | Accepting and refusing / Making excuses Would you like to join our WhatsApp group? —Yes, sure/That sounds great. —No, thanks. I am really busy. Why don’t we chat online at two o’clock? I want to tell you something important. —I’m sorry, but I can’t. My internet is broken. What do you mean? Do you mean the Internet connection? —Yes. It isn’t working properly. account, -s attachment, -s browse browser, -s comment, -s confirm connection, -s delete download/upload log on/in/off register reply screen, -s search engine, -s sign in/up social networking site, -s websiteAccepting and refusing / Making excuses Would you like to join our WhatsApp group? —Yes, sure/That sounds great. —No, thanks. I am really busy. Why don’t we chat online at two o’clock? I want to tell you something important. —I’m sorry, but I can’t. My internet is broken. What do you mean? Do you mean the Internet connection? —Yes. It isn’t working properly. account, -s attachment, -s browse browser, -s comment, -s confirm connection, -s delete download/upload log on/in/off register reply screen, -s search engine, -s sign in/up social networking site, -s website | Listening Spoken Interaction Spoken Production Reading WritingListening Spoken Interaction Spoken Production Reading Writing | E8.5.L1. Students will be able to understand the gist of oral texts. E8.5.L2. Students will be able to comprehend phrases and related vocabulary items. E8.5.SI1. Students will be able to talk about their Internet habits. E8.5.SI2. Students will be able to exchange information about the Internet. E8.5.SP1. Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. E8.5.R1. Students will be able to identify main ideas in short and simple texts about internet habits. E8.5.R2. Students will be able to find specific information about the Internet in various texts. E8.5.W1. Students will be able to write a basic paragraph to describe their internet habits.E8.5.L1. Students will be able to understand the gist of oral texts. E8.5.L2. Students will be able to comprehend phrases and related vocabulary items. E8.5.SI1. Students will be able to talk about their Internet habits. E8.5.SI2. Students will be able to exchange information about the Internet. E8.5.SP1. Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. E8.5.R1. Students will be able to identify main ideas in short and simple texts about internet habits. E8.5.R2. Students will be able to find specific information about the Internet in various texts. E8.5.W1. Students will be able to write a basic paragraph to describe their internet habits. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statementListening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. 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Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  | **Yılbaşı Tatili** |
| OCAK | 17.HAFTA(05-11) | 3 SAAT | 5 The Internet | Accepting and refusing / Making excuses Would you like to join our WhatsApp group? —Yes, sure/That sounds great. —No, thanks. I am really busy. Why don’t we chat online at two o’clock? I want to tell you something important. —I’m sorry, but I can’t. My internet is broken. What do you mean? Do you mean the Internet connection? —Yes. It isn’t working properly. account, -s attachment, -s browse browser, -s comment, -s confirm connection, -s delete download/upload log on/in/off register reply screen, -s search engine, -s sign in/up social networking site, -s website | Listening Spoken Interaction Spoken Production Reading Writing | E8.5.L1. Students will be able to understand the gist of oral texts. E8.5.L2. Students will be able to comprehend phrases and related vocabulary items. E8.5.SI1. Students will be able to talk about their Internet habits. E8.5.SI2. Students will be able to exchange information about the Internet. E8.5.SP1. Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. E8.5.R1. Students will be able to identify main ideas in short and simple texts about internet habits. E8.5.R2. Students will be able to find specific information about the Internet in various texts. E8.5.W1. Students will be able to write a basic paragraph to describe their internet habits. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to illustrate their internet habits and hang it on the classroom walls. |  |
| OCAK | 18.HAFTA(12-18) | 3 SAAT | 5 The Internet5 The Internet | Accepting and refusing / Making excuses Would you like to join our WhatsApp group? —Yes, sure/That sounds great. —No, thanks. I am really busy. Why don’t we chat online at two o’clock? I want to tell you something important. —I’m sorry, but I can’t. My internet is broken. What do you mean? Do you mean the Internet connection? —Yes. It isn’t working properly. account, -s attachment, -s browse browser, -s comment, -s confirm connection, -s delete download/upload log on/in/off register reply screen, -s search engine, -s sign in/up social networking site, -s websiteAccepting and refusing / Making excuses Would you like to join our WhatsApp group? —Yes, sure/That sounds great. —No, thanks. I am really busy. Why don’t we chat online at two o’clock? I want to tell you something important. —I’m sorry, but I can’t. My internet is broken. What do you mean? Do you mean the Internet connection? —Yes. It isn’t working properly. account, -s attachment, -s browse browser, -s comment, -s confirm connection, -s delete download/upload log on/in/off register reply screen, -s search engine, -s sign in/up social networking site, -s website | Listening Spoken Interaction Spoken Production Reading WritingListening Spoken Interaction Spoken Production Reading Writing | E8.5.L1. Students will be able to understand the gist of oral texts. E8.5.L2. Students will be able to comprehend phrases and related vocabulary items. E8.5.SI1. Students will be able to talk about their Internet habits. E8.5.SI2. Students will be able to exchange information about the Internet. E8.5.SP1. Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. E8.5.R1. Students will be able to identify main ideas in short and simple texts about internet habits. E8.5.R2. Students will be able to find specific information about the Internet in various texts. E8.5.W1. Students will be able to write a basic paragraph to describe their internet habits.E8.5.L1. Students will be able to understand the gist of oral texts. E8.5.L2. Students will be able to comprehend phrases and related vocabulary items. E8.5.SI1. Students will be able to talk about their Internet habits. E8.5.SI2. Students will be able to exchange information about the Internet. E8.5.SP1. Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. E8.5.R1. Students will be able to identify main ideas in short and simple texts about internet habits. E8.5.R2. Students will be able to find specific information about the Internet in various texts. E8.5.W1. Students will be able to write a basic paragraph to describe their internet habits. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statementListening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  | **Birinci Dönemin Sona Ermesi** |
| ŞUBAT | 19.HAFTA(02-08) | 3 SAAT | 6 Adventures | Expressing preferences / Giving explanations and reasons What do you prefer doing on summer holidays? —I would rather go rafting than canoeing because it is easier. —I prefer rafting to kayaking because it is more entertaining. Making comparisons I think bungee-jumping is more/less dangerous and challenging than canoeing. I think extreme sports are more exciting than indoor sports. amusing bungee-jumping canoeing caving challenging disappointing entertaining exciting extreme sports fascinating hang-gliding kayaking motor-racing paragliding rafting skateboarding take risks | Listening Spoken Interaction Spoken Production Reading Writing | E8.6.L1. Students will be able to follow adiscussion on adventures. E8.6.L2. Students will be able to understand the main points of simple messages. E8.6.SI1. Students will be able to interact with reasonable ease in short conversations. E8.6.SI2. Students will be able to talk about comparisons, preferences and their reasons. E8.6.SP1. Students will be able to make comparisons about sports and games by using simple descriptive language. E8.6.R1. Students will be able to understand short and simple texts to find the main points about adventures. E8.6.W1. Students will be able to write a short and simple paragraph comparing two objects. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  | **İkinci Yarıyıl Başlangıcı** |
| ŞUBAT | 20.HAFTA(09-15) | 3 SAAT | 6 Adventures | Expressing preferences / Giving explanations and reasons What do you prefer doing on summer holidays? —I would rather go rafting than canoeing because it is easier. —I prefer rafting to kayaking because it is more entertaining. Making comparisons I think bungee-jumping is more/less dangerous and challenging than canoeing. I think extreme sports are more exciting than indoor sports. amusing bungee-jumping canoeing caving challenging disappointing entertaining exciting extreme sports fascinating hang-gliding kayaking motor-racing paragliding rafting skateboarding take risks | Listening Spoken Interaction Spoken Production Reading Writing | E8.6.L1. Students will be able to follow adiscussion on adventures. E8.6.L2. Students will be able to understand the main points of simple messages. E8.6.SI1. Students will be able to interact with reasonable ease in short conversations. E8.6.SI2. Students will be able to talk about comparisons, preferences and their reasons. E8.6.SP1. Students will be able to make comparisons about sports and games by using simple descriptive language. E8.6.R1. Students will be able to understand short and simple texts to find the main points about adventures. E8.6.W1. Students will be able to write a short and simple paragraph comparing two objects. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| ŞUBAT | 21.HAFTA(16-22) | 3 SAAT | 6 Adventures | Expressing preferences / Giving explanations and reasons What do you prefer doing on summer holidays? —I would rather go rafting than canoeing because it is easier. —I prefer rafting to kayaking because it is more entertaining. Making comparisons I think bungee-jumping is more/less dangerous and challenging than canoeing. I think extreme sports are more exciting than indoor sports. amusing bungee-jumping canoeing caving challenging disappointing entertaining exciting extreme sports fascinating hang-gliding kayaking motor-racing paragliding rafting skateboarding take risks | Listening Spoken Interaction Spoken Production Reading Writing | E8.6.L1. Students will be able to follow adiscussion on adventures. E8.6.L2. Students will be able to understand the main points of simple messages. E8.6.SI1. Students will be able to interact with reasonable ease in short conversations. E8.6.SI2. Students will be able to talk about comparisons, preferences and their reasons. E8.6.SP1. Students will be able to make comparisons about sports and games by using simple descriptive language. E8.6.R1. Students will be able to understand short and simple texts to find the main points about adventures. E8.6.W1. Students will be able to write a short and simple paragraph comparing two objects. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students search the Internet and find towns/ cities from Turkey where different kinds of extreme sports can be performed. They prepare a poster in which they illustrate three of those sports. |  |
| ŞUBAT-MART | 22.HAFTA(23-01) | 3 SAAT | 7 Tourism | Describing places What do you think about Rome? Did you enjoy your trip? —It was incredible. It’s truly an ancient city, and the weather was just perfect. It is in fact usually warm and sunny in Rome. Expressing preferences Which one do you prefer? Historic sites or the seaside? —I’d rather visit historic sites because they are usually more interesting. Giving explanations/reasons —I think/guess/believe/suppose it is exciting. —In my opinion/to me, it is lovely. —In my opinion/to me, it sounds/looks fascinating. Making comparisons —In my opinion/to me, historical architecture is more beautiful than modern architecture. —I think/guess/believe/suppose all-inclusive hotels are more attractive than bed and breakfasts. Talking about experiences Have you ever been to …? —Yes, I have. —No, I have not. —I have been to Side before. —I have never been to Mardin. all-inclusive ancient architecture attraction, -s bed and breakfast countryside culture/cultural destination fascinating historic site, -s incredible resort, -s rural urban | Listening Spoken Interaction Spoken Production Reading Writing | E8.7.L1. Students will be able to understand and extract the specific information from short and simple oral texts. E8.7.SI1. Students will be able to exchange information about tourism. E8.7.SI2. Students will be able to talk about their favorite tourist attractions by giving details. E8.7.SP1. Students will be able to express their preferences for particular tourist attractions and give reasons. E8.7.SP2. Students will be able to make simple comparisons between different tourist attractions. E8.7.SP3. Students will be able to express their experiences about places. E8.7.R1. Students will be able to find specific information from various texts about tourism. Writing E8.7.W1. Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s). | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| MART | 23.HAFTA(02-08) | 3 SAAT | 7 Tourism | Describing places What do you think about Rome? Did you enjoy your trip? —It was incredible. It’s truly an ancient city, and the weather was just perfect. It is in fact usually warm and sunny in Rome. Expressing preferences Which one do you prefer? Historic sites or the seaside? —I’d rather visit historic sites because they are usually more interesting. Giving explanations/reasons —I think/guess/believe/suppose it is exciting. —In my opinion/to me, it is lovely. —In my opinion/to me, it sounds/looks fascinating. Making comparisons —In my opinion/to me, historical architecture is more beautiful than modern architecture. —I think/guess/believe/suppose all-inclusive hotels are more attractive than bed and breakfasts. Talking about experiences Have you ever been to …? —Yes, I have. —No, I have not. —I have been to Side before. —I have never been to Mardin. all-inclusive ancient architecture attraction, -s bed and breakfast countryside culture/cultural destination fascinating historic site, -s incredible resort, -s rural urban | Listening Spoken Interaction Spoken Production Reading Writing | E8.7.L1. Students will be able to understand and extract the specific information from short and simple oral texts. E8.7.SI1. Students will be able to exchange information about tourism. E8.7.SI2. Students will be able to talk about their favorite tourist attractions by giving details. E8.7.SP1. Students will be able to express their preferences for particular tourist attractions and give reasons. E8.7.SP2. Students will be able to make simple comparisons between different tourist attractions. E8.7.SP3. Students will be able to express their experiences about places. E8.7.R1. Students will be able to find specific information from various texts about tourism. Writing E8.7.W1. Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s). | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| MART | 24.HAFTA(09-15) | 3 SAAT | 7 Tourism | Describing places What do you think about Rome? Did you enjoy your trip? —It was incredible. It’s truly an ancient city, and the weather was just perfect. It is in fact usually warm and sunny in Rome. Expressing preferences Which one do you prefer? Historic sites or the seaside? —I’d rather visit historic sites because they are usually more interesting. Giving explanations/reasons —I think/guess/believe/suppose it is exciting. —In my opinion/to me, it is lovely. —In my opinion/to me, it sounds/looks fascinating. Making comparisons —In my opinion/to me, historical architecture is more beautiful than modern architecture. —I think/guess/believe/suppose all-inclusive hotels are more attractive than bed and breakfasts. Talking about experiences Have you ever been to …? —Yes, I have. —No, I have not. —I have been to Side before. —I have never been to Mardin. all-inclusive ancient architecture attraction, -s bed and breakfast countryside culture/cultural destination fascinating historic site, -s incredible resort, -s rural urban | Listening Spoken Interaction Spoken Production Reading Writing | E8.7.L1. Students will be able to understand and extract the specific information from short and simple oral texts. E8.7.SI1. Students will be able to exchange information about tourism. E8.7.SI2. Students will be able to talk about their favorite tourist attractions by giving details. E8.7.SP1. Students will be able to express their preferences for particular tourist attractions and give reasons. E8.7.SP2. Students will be able to make simple comparisons between different tourist attractions. E8.7.SP3. Students will be able to express their experiences about places. E8.7.R1. Students will be able to find specific information from various texts about tourism. Writing E8.7.W1. Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s). | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Maps Lists News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students interview with the peers about their holiday preferences, and then they prepare a travel plan using maps and pictures to compare each destination. |  |
| MART | 25.HAFTA(23-29) | 3 SAAT | 8 Chores | Expressing likes and dislikes I like it when my parents give me some pocket money. I don’t like it when my mom asks too many questions. Expressing obligation Do you have to help your parents in housework? —Well, I must help my parents to set the table. —I must help my brother to do his homework. We must respect the elderly/ people/ each other. My brother has to respect my rights. Expressing responsibilities I’m responsible for cooking dinner. S/he is in charge of taking out the garbage. Don’t you think it is necessary to tidy up your room? It is time to do the laundry. arrive on time clean up do the laundry doing chores iron keep quiet keep/break promises load/empty the dishwasher make the bed obey the rules return books set the table take out the garbage/trash tidy up to-do list wash/dry the dishes | Listening Spoken Interaction | E8.8.L1. Students will be able to identify the main points of a short talk describing the responsibilities of people. E8.8.L2. Students will be able to understand obligations, likes and dislikes in various oral texts. E8.8.L3. Students will be able to follow topic change during factual, short talks. E8.8.SI1. Students will be able to interact during simple, routine tasks requiring a direct exchange of information. E8.8.SI2. Students will be able to talk about responsibilities. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. |  | **SINAV HAFTASI** |
| MART-NİSAN | 26.HAFTA(30-05) | 3 SAAT | CENTRAL EXAMINATION SYSTEM |  | CENTRAL EXAMINATION SYSTEM |  | 1,yazılı |  |  |
| NİSAN | 27.HAFTA(06-12) | 3 SAAT | 8 Chores | Expressing likes and dislikes I like it when my parents give me some pocket money. I don’t like it when my mom asks too many questions. Expressing obligation Do you have to help your parents in housework? —Well, I must help my parents to set the table. —I must help my brother to do his homework. We must respect the elderly/ people/ each other. My brother has to respect my rights. Expressing responsibilities I’m responsible for cooking dinner. S/he is in charge of taking out the garbage. Don’t you think it is necessary to tidy up your room? It is time to do the laundry. arrive on time clean up do the laundry doing chores iron keep quiet keep/break promises load/empty the dishwasher make the bed obey the rules return books set the table take out the garbage/trash tidy up to-do list wash/dry the dishes | Spoken Production Reading Writing | E8.8.SP1. Students will be able to express their obligations, likes and dislikes in simple terms. E8.8.R1. Students will be able to understand various short and simple texts about responsibilities. E8.8.W1. Students will be able to write short and simple poems/stories about their feelings and responsibilities | Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students write a short paragraph explaining the responsibilities of their family members. |  |
| NİSAN | 28.HAFTA(13-19) | 3 SAAT | 8 Chores | Expressing likes and dislikes I like it when my parents give me some pocket money. I don’t like it when my mom asks too many questions. Expressing obligation Do you have to help your parents in housework? —Well, I must help my parents to set the table. —I must help my brother to do his homework. We must respect the elderly/ people/ each other. My brother has to respect my rights. Expressing responsibilities I’m responsible for cooking dinner. S/he is in charge of taking out the garbage. Don’t you think it is necessary to tidy up your room? It is time to do the laundry. arrive on time clean up do the laundry doing chores iron keep quiet keep/break promises load/empty the dishwasher make the bed obey the rules return books set the table take out the garbage/trash tidy up to-do list wash/dry the dishes | Spoken Production Reading Writing | E8.8.SP1. Students will be able to express their obligations, likes and dislikes in simple terms. E8.8.R1. Students will be able to understand various short and simple texts about responsibilities. E8.8.W1. Students will be able to write short and simple poems/stories about their feelings and responsibilities | Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| NİSAN | 29.HAFTA(20-26) | 3 SAAT | 9 Science | Describing the actions happening currently My brother and his friends are preparing a science project nowadays. They are doing some research in the library. What kind of books are you reading in these days/currently? —I am reading a science fiction novel. —Currently, I am reading a book about space travel. Talking about past events Scientific achievements of the past century changed the world. For example,Archimedes invented the water screw. Researchers found some new fossils, and now they are working on them in the labs. Newton discovered the gravity of the matter and now scientists are exploring the solar gravity. cell, -s cure, -s discover do an experiment explode explore find out genius, -es high-tech invent lab, -s process, -es result, -s safety scientific search succeed test tube, -s vaccination, -s | Listening Spoken Interaction Spoken Production Reading Writing | E8.9.L1. Students will be able to recognize main ideas and key information in short oral texts about science. E8.9.SI1. Students will be able to talk about actions happening currently and in the past. E8.9.SI2. Students will be able to involve in simple discussions about scientific achievements. E8.9.SP1. Students will be able to describe actions happening currently. E8.9.SP2. Students will be able to present information about scientific achievements in a simple way. E8.9.R1. Students will be able to understand short and simple texts about actions happening currently and in the past. E8.9.R2. Students will be able to identify main ideas and supporting details in short texts about science. E8.9.W1. Students will be able to write simple descriptions of scientific achievements in a short paragraph. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students write a short paragraph explaining the responsibilities of their family members. | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** |
| NİSAN-MAYIS | 30.HAFTA(27-03) | 3 SAAT | 9 Science | Describing the actions happening currently My brother and his friends are preparing a science project nowadays. They are doing some research in the library. What kind of books are you reading in these days/currently? —I am reading a science fiction novel. —Currently, I am reading a book about space travel. Talking about past events Scientific achievements of the past century changed the world. For example,Archimedes invented the water screw. Researchers found some new fossils, and now they are working on them in the labs. Newton discovered the gravity of the matter and now scientists are exploring the solar gravity. cell, -s cure, -s discover do an experiment explode explore find out genius, -es high-tech invent lab, -s process, -es result, -s safety scientific search succeed test tube, -s vaccination, -s | Listening Spoken Interaction Spoken Production Reading Writing | E8.9.L1. Students will be able to recognize main ideas and key information in short oral texts about science. E8.9.SI1. Students will be able to talk about actions happening currently and in the past. E8.9.SI2. Students will be able to involve in simple discussions about scientific achievements. E8.9.SP1. Students will be able to describe actions happening currently. E8.9.SP2. Students will be able to present information about scientific achievements in a simple way. E8.9.R1. Students will be able to understand short and simple texts about actions happening currently and in the past. E8.9.R2. Students will be able to identify main ideas and supporting details in short texts about science. E8.9.W1. Students will be able to write simple descriptions of scientific achievements in a short paragraph. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  | **1 Mayıs İşçi Bayramı** |
| MAYIS | 31.HAFTA(04-10) | 3 SAAT | 9 Science | Describing the actions happening currently My brother and his friends are preparing a science project nowadays. They are doing some research in the library. What kind of books are you reading in these days/currently? —I am reading a science fiction novel. —Currently, I am reading a book about space travel. Talking about past events Scientific achievements of the past century changed the world. For example,Archimedes invented the water screw. Researchers found some new fossils, and now they are working on them in the labs. Newton discovered the gravity of the matter and now scientists are exploring the solar gravity. cell, -s cure, -s discover do an experiment explode explore find out genius, -es high-tech invent lab, -s process, -es result, -s safety scientific search succeed test tube, -s vaccination, -s | Listening Spoken Interaction Spoken Production Reading Writing | E8.9.L1. Students will be able to recognize main ideas and key information in short oral texts about science. E8.9.SI1. Students will be able to talk about actions happening currently and in the past. E8.9.SI2. Students will be able to involve in simple discussions about scientific achievements. E8.9.SP1. Students will be able to describe actions happening currently. E8.9.SP2. Students will be able to present information about scientific achievements in a simple way. E8.9.R1. Students will be able to understand short and simple texts about actions happening currently and in the past. E8.9.R2. Students will be able to identify main ideas and supporting details in short texts about science. E8.9.W1. Students will be able to write simple descriptions of scientific achievements in a short paragraph. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students write a short paragraph explaining the responsibilities of their family members. |  |
| MAYIS | 32.HAFTA(11-17) | 3 SAAT | 10 Natural Forces | Making predictions about the future (Giving reasons and results) —I think we will have water shortage in the future because we waste too much water. So we should/must stop wasting water sources. —I think there will be serious droughts. So schools should educate students to use less water. Do you think there will be a water shortage? —Yes. There won’t be enough water. —No. There will be a lot of rain in the future. avalanche, -s disaster, -s drought, -s earthquake, -s erosion flood, -s global warming hurricane, -s land slide, -s melt suffer survivor, -s tornado, -es tsunami, s volcano, -es | Listening Spoken Interaction Spoken Production | E8.10.L1. Students will be able to identify the main points of TV news about natural forces and disasters. E8.10.SI1. Students will be able to talk about predictions concerning future of the Earth. E8.10.SI2. Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters. E8.10.SP1. Students will be able to express predictions concerning future of the Earth. E8.10.SP2. Students will be able to give reasons and results to support their predictions about natural forces and disasters. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about scientific inventions/ discoveries. |  |
| MAYIS | 33.HAFTA(18-24) | 3 SAAT | 10 Natural Forces | Making predictions about the future (Giving reasons and results) —I think we will have water shortage in the future because we waste too much water. So we should/must stop wasting water sources. —I think there will be serious droughts. So schools should educate students to use less water. Do you think there will be a water shortage? —Yes. There won’t be enough water. —No. There will be a lot of rain in the future. avalanche, -s disaster, -s drought, -s earthquake, -s erosion flood, -s global warming hurricane, -s land slide, -s melt suffer survivor, -s tornado, -es tsunami, s volcano, -es | Listening Spoken Interaction Spoken Production | E8.10.L1. Students will be able to identify the main points of TV news about natural forces and disasters. E8.10.SI1. Students will be able to talk about predictions concerning future of the Earth. E8.10.SI2. Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters. E8.10.SP1. Students will be able to express predictions concerning future of the Earth. E8.10.SP2. Students will be able to give reasons and results to support their predictions about natural forces and disasters. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. |  | **19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı** |
| HAZİRAN | 34.HAFTA(01-07) | 3 SAAT | CENTRAL EXAMINATION SYSTEM |  | CENTRAL EXAMINATION SYSTEM |  | 2.yazılı |  |  |
| HAZİRAN | 35.HAFTA(08-14) | 3 SAAT | 10 Natural Forces | Making predictions about the future (Giving reasons and results) —I think we will have water shortage in the future because we waste too much water. So we should/must stop wasting water sources. —I think there will be serious droughts. So schools should educate students to use less water. Do you think there will be a water shortage? —Yes. There won’t be enough water. —No. There will be a lot of rain in the future. avalanche, -s disaster, -s drought, -s earthquake, -s erosion flood, -s global warming hurricane, -s land slide, -s melt suffer survivor, -s tornado, -es tsunami, s volcano, -es | Reading Writing | E8.10.R1. Students will be able to identify specific information in simple texts about natural forces and disasters. E8.10.W1. Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters. | Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Weather Reports Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. | **SINAV HAFTASI** |
| HAZİRAN | 36.HAFTA(15-21) | 3 SAAT | 10 Natural Forces | Making predictions about the future (Giving reasons and results) —I think we will have water shortage in the future because we waste too much water. So we should/must stop wasting water sources. —I think there will be serious droughts. So schools should educate students to use less water. Do you think there will be a water shortage? —Yes. There won’t be enough water. —No. There will be a lot of rain in the future. avalanche, -s disaster, -s drought, -s earthquake, -s erosion flood, -s global warming hurricane, -s land slide, -s melt suffer survivor, -s tornado, -es tsunami, s volcano, -es | Reading Writing | E8.10.R1. Students will be able to identify specific information in simple texts about natural forces and disasters. E8.10.W1. Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters. | Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| HAZİRAN | 37.HAFTA(22-28) | 3 SAAT | 10 Natural Forces | Making predictions about the future (Giving reasons and results) —I think we will have water shortage in the future because we waste too much water. So we should/must stop wasting water sources. —I think there will be serious droughts. So schools should educate students to use less water. Do you think there will be a water shortage? —Yes. There won’t be enough water. —No. There will be a lot of rain in the future. avalanche, -s disaster, -s drought, -s earthquake, -s erosion flood, -s global warming hurricane, -s land slide, -s melt suffer survivor, -s tornado, -es tsunami, s volcano, -es | Reading Writing | E8.10.R1. Students will be able to identify specific information in simple texts about natural forces and disasters. E8.10.W1. Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters. | Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  | **Ders Yılının Sona ermesi** |

**Bu yıllık plan T.C. Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığının yayınladığı öğretim programı esas alınarak yapılmıstır. Bu yıllık planda toplam eğitim öğretim haftası 36 haftadır.**