**.......................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 Life | Describing what people do regularly (Making simple inquiries) What do you do at/after school? —I do my homework. —I play football on Wednesdays. —I finish all my homework. —I go to my step dance class. What does s/he do at/after school? —S/he listens to the teacher. —S/he helps her/his mother. —S/he rests after school. Telling the time and dates What time is it? / What is the time? —It’s five p.m. —It’s quarter past five. —It’s ten to nine. —It’s twenty past three. What is the date today? —11 August 2016. attend diary, -ies rest run errands take ... ... a nap ... care of something ... courses visit ... ... friends ... my aunt/uncle. traditional/folk dance | Listening Spoken Interaction Spoken Production Reading | E6.1.L1. Students will be able to recognize phrases, words, and expressions related to repeated actions. E6.1.SI1. Students will be able to talk about repeated actions. E6.1.SP1. Students will be able to use a series of phrases and simple expressions to express their repeated actions. E6.1.SP2. Students will be able to tell the time and dates. E6.1.R1. Students will be able to understand short and simple texts, such as personal narratives about repeated actions. | 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. | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Transfer Labeling Matching Questions and Answers Reordering True/False/No information Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students conduct a survey about their classmates’ favorite school/after-school activities and prepare a poster. |  |
| EYLÜL | 2.HAFTA(15-21) | 3 SAAT | 1 Life | Describing what people do regularly (Making simple inquiries) What do you do at/after school? —I do my homework. —I play football on Wednesdays. —I finish all my homework. —I go to my step dance class. What does s/he do at/after school? —S/he listens to the teacher. —S/he helps her/his mother. —S/he rests after school. Telling the time and dates What time is it? / What is the time? —It’s five p.m. —It’s quarter past five. —It’s ten to nine. —It’s twenty past three. What is the date today? —11 August 2016. attend diary, -ies rest run errands take ... ... a nap ... care of something ... courses visit ... ... friends ... my aunt/uncle. traditional/folk dance | Listening Spoken Interaction Spoken Production Reading | E6.1.L1. Students will be able to recognize phrases, words, and expressions related to repeated actions. E6.1.SI1. Students will be able to talk about repeated actions. E6.1.SP1. Students will be able to use a series of phrases and simple expressions to express their repeated actions. E6.1.SP2. Students will be able to tell the time and dates. E6.1.R1. Students will be able to understand short and simple texts, such as personal narratives about repeated actions. | 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. | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Transfer Labeling Matching Questions and Answers Reordering True/False/No information Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students conduct a survey about their classmates’ favorite school/after-school activities and prepare a poster. |  |
| EYLÜL | 3.HAFTA(22-28) | 3 SAAT | 1 Life | Describing what people do regularly (Making simple inquiries) What do you do at/after school? —I do my homework. —I play football on Wednesdays. —I finish all my homework. —I go to my step dance class. What does s/he do at/after school? —S/he listens to the teacher. —S/he helps her/his mother. —S/he rests after school. Telling the time and dates What time is it? / What is the time? —It’s five p.m. —It’s quarter past five. —It’s ten to nine. —It’s twenty past three. What is the date today? —11 August 2016. attend diary, -ies rest run errands take ... ... a nap ... care of something ... courses visit ... ... friends ... my aunt/uncle. traditional/folk dance | Listening Spoken Interaction Spoken Production Reading | E6.1.L1. Students will be able to recognize phrases, words, and expressions related to repeated actions. E6.1.SI1. Students will be able to talk about repeated actions. E6.1.SP1. Students will be able to use a series of phrases and simple expressions to express their repeated actions. E6.1.SP2. Students will be able to tell the time and dates. E6.1.R1. Students will be able to understand short and simple texts, such as personal narratives about repeated actions. | 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. | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Transfer Labeling Matching Questions and Answers Reordering True/False/No information Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students conduct a survey about their classmates’ favorite school/after-school activities and prepare a poster. |  |
| EKİM | 4.HAFTA(29-05) | 3 SAAT | 1 Life | Describing what people do regularly (Making simple inquiries) What do you do at/after school? —I do my homework. —I play football on Wednesdays. —I finish all my homework. —I go to my step dance class. What does s/he do at/after school? —S/he listens to the teacher. —S/he helps her/his mother. —S/he rests after school. Telling the time and dates What time is it? / What is the time? —It’s five p.m. —It’s quarter past five. —It’s ten to nine. —It’s twenty past three. What is the date today? —11 August 2016. attend diary, -ies rest run errands take ... ... a nap ... care of something ... courses visit ... ... friends ... my aunt/uncle. traditional/folk dance | Listening Spoken Interaction Spoken Production Reading | E6.1.L1. Students will be able to recognize phrases, words, and expressions related to repeated actions. E6.1.SI1. Students will be able to talk about repeated actions. E6.1.SP1. Students will be able to use a series of phrases and simple expressions to express their repeated actions. E6.1.SP2. Students will be able to tell the time and dates. E6.1.R1. Students will be able to understand short and simple texts, such as personal narratives about repeated actions. | 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. | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Transfer Labeling Matching Questions and Answers Reordering True/False/No information Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students conduct a survey about their classmates’ favorite school/after-school activities and prepare a poster. |  |
| EKİM | 5.HAFTA(06-12) | 3 SAAT | 2 Yummy Breakfast | Accepting and refusing Can I have some cheese? —Sure. —No, it’s all gone. Do you want some tea? —Yes, please. —No, thanks. I don’t like tea. —No, thanks. I don’t want any tea. Describing what people do regularly I eat honey and butter in the mornings. Expressing likes and dislikes Yummy! I love/like muffins! I don’t like junk food. It’s my favorite! Enjoy it! bagel, -s butter cereal croissant, -s egg, -s fruit/orange/apple/… juice jam junk food muffin, -s pancake, -s sausage, -s nutritious tea/coffee/milk | Listening Spoken Interaction Spoken Production Reading | E6.2.L1. Students will be able to identify the names of different food in an oral text. E6.2.SI1. Students will be able to ask people about their food preferences. E6.2.SP1. Students will be able to express their opinions about the food they like and don’t like. E6.2.R1. Students will be able to understand short and simple texts about food and preferences. E6.2.R2. Students will be able to understand the label of food products. | 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. | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labeling Questions and Answers True/False/No information Assignments • Students prepare a poster that shows and categorizes different food and drinks for breakfast. • In pairs students act out a role play about the food and drinks they like/don’t like. |  |
| EKİM | 6.HAFTA(13-19) | 3 SAAT | 2 Yummy Breakfast | Accepting and refusing Can I have some cheese? —Sure. —No, it’s all gone. Do you want some tea? —Yes, please. —No, thanks. I don’t like tea. —No, thanks. I don’t want any tea. Describing what people do regularly I eat honey and butter in the mornings. Expressing likes and dislikes Yummy! I love/like muffins! I don’t like junk food. It’s my favorite! Enjoy it! bagel, -s butter cereal croissant, -s egg, -s fruit/orange/apple/… juice jam junk food muffin, -s pancake, -s sausage, -s nutritious tea/coffee/milk | Listening Spoken Interaction Spoken Production Reading | E6.2.L1. Students will be able to identify the names of different food in an oral text. E6.2.SI1. Students will be able to ask people about their food preferences. E6.2.SP1. Students will be able to express their opinions about the food they like and don’t like. E6.2.R1. Students will be able to understand short and simple texts about food and preferences. E6.2.R2. Students will be able to understand the label of food products. | 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. | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labeling Questions and Answers True/False/No information Assignments • Students prepare a poster that shows and categorizes different food and drinks for breakfast. • In pairs students act out a role play about the food and drinks they like/don’t like. |  |
| EKİM | 7.HAFTA(20-26) | 3 SAAT | 2 Yummy Breakfast | Accepting and refusing Can I have some cheese? —Sure. —No, it’s all gone. Do you want some tea? —Yes, please. —No, thanks. I don’t like tea. —No, thanks. I don’t want any tea. Describing what people do regularly I eat honey and butter in the mornings. Expressing likes and dislikes Yummy! I love/like muffins! I don’t like junk food. It’s my favorite! Enjoy it! bagel, -s butter cereal croissant, -s egg, -s fruit/orange/apple/… juice jam junk food muffin, -s pancake, -s sausage, -s nutritious tea/coffee/milk | Listening Spoken Interaction Spoken Production Reading | E6.2.L1. Students will be able to identify the names of different food in an oral text. E6.2.SI1. Students will be able to ask people about their food preferences. E6.2.SP1. Students will be able to express their opinions about the food they like and don’t like. E6.2.R1. Students will be able to understand short and simple texts about food and preferences. E6.2.R2. Students will be able to understand the label of food products. | 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. | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labeling Questions and Answers True/False/No information Assignments • Students prepare a poster that shows and categorizes different food and drinks for breakfast. • In pairs students act out a role play about the food and drinks they like/don’t like. |  |
| 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 Downtown | Describing places (Making comparisons) Downtown is busier on Mondays. A skyscraper is higher than a school building. Which city is more beautiful? New York or Istanbul? The street is more crowded than the park. Describing what people are doing now (Making simple inquiries) What is s/he doing now/at the moment? —S/he is feeding the street cats. —Feeding? —Yes, s/he is. What is s/he doing right now? —S/he’s reading a book right now. busy crowded downtown feed hometown high kiosk, -s sell skyscraper, -s street town, -s traffic jam | Listening Spoken Interaction Spoken Production Reading | E6.3.L1. Students will be able to identify expressions and phrases related to present events. E6.3.L2. Students will be able to pick up the expressions in a dialogue comparing things. E6.3.SI1. Students will be able to ask people questions about what they are doing at the moment. E6.3.SI2. Students will be able to ask people to compare things. E6.3.SP1. Students will be able to describe people doing different actions. E6.3.SP2. Students will be able to make comparisons between two things. E6.3.R1. Students will be able to understand visually supported, short and simple texts. | 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. | Contexts Brochures Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Games Labeling Matching Question and Answers True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students take/draw a picture of their street/ neighborhood in the morning and describe what everyone is doing (they can use professions as well). • Students prepare a poster comparing their hometown with another city. | **Kızılay Haftası** |
| KASIM | 10.HAFTA(17-23) | 3 SAAT | 3 Downtown | Describing places (Making comparisons) Downtown is busier on Mondays. A skyscraper is higher than a school building. Which city is more beautiful? New York or Istanbul? The street is more crowded than the park. Describing what people are doing now (Making simple inquiries) What is s/he doing now/at the moment? —S/he is feeding the street cats. —Feeding? —Yes, s/he is. What is s/he doing right now? —S/he’s reading a book right now. busy crowded downtown feed hometown high kiosk, -s sell skyscraper, -s street town, -s traffic jam | Listening Spoken Interaction Spoken Production Reading | E6.3.L1. Students will be able to identify expressions and phrases related to present events. E6.3.L2. Students will be able to pick up the expressions in a dialogue comparing things. E6.3.SI1. Students will be able to ask people questions about what they are doing at the moment. E6.3.SI2. Students will be able to ask people to compare things. E6.3.SP1. Students will be able to describe people doing different actions. E6.3.SP2. Students will be able to make comparisons between two things. E6.3.R1. Students will be able to understand visually supported, short and simple texts. | 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. |  | **Dünya Çocuk Hakları Günü** |
| KASIM | 11.HAFTA(24-30) | 3 SAAT | 3 Downtown | Describing places (Making comparisons) Downtown is busier on Mondays. A skyscraper is higher than a school building. Which city is more beautiful? New York or Istanbul? The street is more crowded than the park. Describing what people are doing now (Making simple inquiries) What is s/he doing now/at the moment? —S/he is feeding the street cats. —Feeding? —Yes, s/he is. What is s/he doing right now? —S/he’s reading a book right now. busy crowded downtown feed hometown high kiosk, -s sell skyscraper, -s street town, -s traffic jam | Listening Spoken Interaction Spoken Production Reading | E6.3.L1. Students will be able to identify expressions and phrases related to present events. E6.3.L2. Students will be able to pick up the expressions in a dialogue comparing things. E6.3.SI1. Students will be able to ask people questions about what they are doing at the moment. E6.3.SI2. Students will be able to ask people to compare things. E6.3.SP1. Students will be able to describe people doing different actions. E6.3.SP2. Students will be able to make comparisons between two things. E6.3.R1. Students will be able to understand visually supported, short and simple texts. | 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. | Contexts Brochures Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Games Labeling Matching Question and Answers True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students take/draw a picture of their street/ neighborhood in the morning and describe what everyone is doing (they can use professions as well). • Students prepare a poster comparing their hometown with another city. | **Öğretmenler Günü** |
| ARALIK | 12.HAFTA(01-07) | 3 SAAT | 4 Weather and Emotions | Describing the weather What’s the weather like? —It’s foggy. —It’s very cold. It is 2 degrees Celsius! —It is stormy. I feel scared. —It’s not snowy in the desert. It is dry. Making simple inquiries —I don’t get it. Can you repeat that, please? Expressing emotions I feel … anxious moody sleepy cloudy fabulous freezing hailing lightning stormy windy | Listening Spoken Interaction Spoken Production Reading | E6.4.L1. Students will be able to pick up specific information from short oral texts about weather conditions and emotions. E6.4.SI1. Students will be able to ask people about the weather. E6.4.SP1. Students will be able to talk about the weather and their emotions in a simple way. E6.4.R1. Students will be able to understand short and simple texts about the weather, weather conditions and emotios. | 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. |  | **Dünya Engelliler Günü** |
| ARALIK | 13.HAFTA(08-14) | 3 SAAT | 4 Weather and Emotions | Describing the weather What’s the weather like? —It’s foggy. —It’s very cold. It is 2 degrees Celsius! —It is stormy. I feel scared. —It’s not snowy in the desert. It is dry. Making simple inquiries —I don’t get it. Can you repeat that, please? Expressing emotions I feel … anxious moody sleepy cloudy fabulous freezing hailing lightning stormy windy | Listening Spoken Interaction Spoken Production Reading | E6.4.L1. Students will be able to pick up specific information from short oral texts about weather conditions and emotions. E6.4.SI1. Students will be able to ask people about the weather. E6.4.SP1. Students will be able to talk about the weather and their emotions in a simple way. E6.4.R1. Students will be able to understand short and simple texts about the weather, weather conditions and emotios. | 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. | Contexts Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information Assignments • Students prepare a chart for weather forecast and include visuals in the chart. • Students act out weather conditions by using different emotions in various situations. |  |
| ARALIK | 14.HAFTA(15-21) | 3 SAAT | 4 Weather and Emotions | Describing the weather What’s the weather like? —It’s foggy. —It’s very cold. It is 2 degrees Celsius! —It is stormy. I feel scared. —It’s not snowy in the desert. It is dry. Making simple inquiries —I don’t get it. Can you repeat that, please? Expressing emotions I feel … anxious moody sleepy cloudy fabulous freezing hailing lightning stormy windy | Listening Spoken Interaction Spoken Production Reading | E6.4.L1. Students will be able to pick up specific information from short oral texts about weather conditions and emotions. E6.4.SI1. Students will be able to ask people about the weather. E6.4.SP1. Students will be able to talk about the weather and their emotions in a simple way. E6.4.R1. Students will be able to understand short and simple texts about the weather, weather conditions and emotios. | 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. |  |  |
| ARALIK | 15.HAFTA(22-28) | 3 SAAT |  |  |  |  | 2.yazılı |  |  |
| ARALIK-OCAK | 16.HAFTA(29-04) | 3 SAAT | 5 At the Fair5 At the Fair | Describing places There are many fun things at the fair. —Roller coasters are crazy! Expressing feelings —I think they are frightening. Expressing likes and dislikes —I agree. I like the roller coaster very much. —I like the train ride. It is fun. —I hate bumper cars. They are boring. —I think a ghost train is more frightening than the roller coaster. Stating personal opinions What do you think about fairs? —I think they are exciting places. —I disagree. I think they are fun. amazing boring bumper car, -s carnival carrousel, -s crazy dull exciting fantastic ferris wheel ghost train, -s horrible interesting roller coaster, -s terrifying thrillingDescribing places There are many fun things at the fair. —Roller coasters are crazy! Expressing feelings —I think they are frightening. Expressing likes and dislikes —I agree. I like the roller coaster very much. —I like the train ride. It is fun. —I hate bumper cars. They are boring. —I think a ghost train is more frightening than the roller coaster. Stating personal opinions What do you think about fairs? —I think they are exciting places. —I disagree. I think they are fun. amazing boring bumper car, -s carnival carrousel, -s crazy dull exciting fantastic ferris wheel ghost train, -s horrible interesting roller coaster, -s terrifying thrilling | Listening Spoken Interaction Spoken Production ReadingListening Spoken Interaction Spoken Production Reading | E6.5.L1. Students will be able to recognize the words related to the expression of emotions. E6.5.SI1. Students will be able to talk about and express the feelings and personal opinions about places and things. E6.5.SP1. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. E6.5.R1. Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. E6.5.R2. Students will be able to read specific information on a poster about a certain place.E6.5.L1. Students will be able to recognize the words related to the expression of emotions. E6.5.SI1. Students will be able to talk about and express the feelings and personal opinions about places and things. E6.5.SP1. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. E6.5.R1. Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. E6.5.R2. Students will be able to read specific information on a poster about a certain place. | 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.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. |  | **Yılbaşı Tatili** |
| OCAK | 17.HAFTA(05-11) | 3 SAAT | 5 At the Fair | Describing places There are many fun things at the fair. —Roller coasters are crazy! Expressing feelings —I think they are frightening. Expressing likes and dislikes —I agree. I like the roller coaster very much. —I like the train ride. It is fun. —I hate bumper cars. They are boring. —I think a ghost train is more frightening than the roller coaster. Stating personal opinions What do you think about fairs? —I think they are exciting places. —I disagree. I think they are fun. amazing boring bumper car, -s carnival carrousel, -s crazy dull exciting fantastic ferris wheel ghost train, -s horrible interesting roller coaster, -s terrifying thrilling | Listening Spoken Interaction Spoken Production Reading | E6.5.L1. Students will be able to recognize the words related to the expression of emotions. E6.5.SI1. Students will be able to talk about and express the feelings and personal opinions about places and things. E6.5.SP1. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. E6.5.R1. Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. E6.5.R2. Students will be able to read specific information on a poster about a certain place. | 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. | Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Posters Songs Stories Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • In groups, students prepare a poster of a fair and then they talk about their feelings and personal opinions concerning the fair poster. |  |
| OCAK | 18.HAFTA(12-18) | 3 SAAT | 5 At the Fair5 At the Fair | Describing places There are many fun things at the fair. —Roller coasters are crazy! Expressing feelings —I think they are frightening. Expressing likes and dislikes —I agree. I like the roller coaster very much. —I like the train ride. It is fun. —I hate bumper cars. They are boring. —I think a ghost train is more frightening than the roller coaster. Stating personal opinions What do you think about fairs? —I think they are exciting places. —I disagree. I think they are fun. amazing boring bumper car, -s carnival carrousel, -s crazy dull exciting fantastic ferris wheel ghost train, -s horrible interesting roller coaster, -s terrifying thrillingDescribing places There are many fun things at the fair. —Roller coasters are crazy! Expressing feelings —I think they are frightening. Expressing likes and dislikes —I agree. I like the roller coaster very much. —I like the train ride. It is fun. —I hate bumper cars. They are boring. —I think a ghost train is more frightening than the roller coaster. Stating personal opinions What do you think about fairs? —I think they are exciting places. —I disagree. I think they are fun. amazing boring bumper car, -s carnival carrousel, -s crazy dull exciting fantastic ferris wheel ghost train, -s horrible interesting roller coaster, -s terrifying thrilling | Listening Spoken Interaction Spoken Production ReadingListening Spoken Interaction Spoken Production Reading | E6.5.L1. Students will be able to recognize the words related to the expression of emotions. E6.5.SI1. Students will be able to talk about and express the feelings and personal opinions about places and things. E6.5.SP1. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. E6.5.R1. Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. E6.5.R2. Students will be able to read specific information on a poster about a certain place.E6.5.L1. Students will be able to recognize the words related to the expression of emotions. E6.5.SI1. Students will be able to talk about and express the feelings and personal opinions about places and things. E6.5.SP1. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. E6.5.R1. Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. E6.5.R2. Students will be able to read specific information on a poster about a certain place. | 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.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. |  | **Birinci Dönemin Sona Ermesi** |
| ŞUBAT | 19.HAFTA(02-08) | 3 SAAT | 6 Occupations | Talking about occupations What does your uncle do? —He’s a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can’t! What can you do? —I can make dresses. I can cut and sew fabric. Asking personal questions Was s/he in İstanbul last week? Were you at school yesterday? When were you born? Where was s/he born? Telling the time, days and dates —S/he was in İstanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s | Listening Spoken Interaction Spoken Production Reading Writing | E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates. E6.6.SI1. Students will be able to talk about occupations. E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates. E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates. E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates. | 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 Occupations | Talking about occupations What does your uncle do? —He’s a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can’t! What can you do? —I can make dresses. I can cut and sew fabric. Asking personal questions Was s/he in İstanbul last week? Were you at school yesterday? When were you born? Where was s/he born? Telling the time, days and dates —S/he was in İstanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s | Listening Spoken Interaction Spoken Production Reading Writing | E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates. E6.6.SI1. Students will be able to talk about occupations. E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates. E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates. E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates. | 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 Occupations | Talking about occupations What does your uncle do? —He’s a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can’t! What can you do? —I can make dresses. I can cut and sew fabric. Asking personal questions Was s/he in İstanbul last week? Were you at school yesterday? When were you born? Where was s/he born? Telling the time, days and dates —S/he was in İstanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s | Listening Spoken Interaction Spoken Production Reading Writing | E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates. E6.6.SI1. Students will be able to talk about occupations. E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates. E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates. E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates. | 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 Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students find out the occupations of their family members and write what they do. |  |
| ŞUBAT-MART | 22.HAFTA(23-01) | 3 SAAT | 7 Holidays | Talking about past events (Making simple inquiries) What did you do in your holiday? —I played with my friends, and I learned skiing. —My brother and I climbed trees and picked fruit. I enjoyed it. —We walked in the forest yesterday. What did s/he do in the holiday? —S/he studied English. —S/he visited her/his grandparents last week. forest, -s flower, -s fruit lake, -s mountain, -s pick river, -s sailing seaside sightseeing skiing snowball snowman tree, -s | Listening Spoken Interaction Spoken Production Reading Writing | E6.7.L1. Students will be able to spot the activities about holidays in oral texts. E6.7.SI1. Students will be able to talk about their holidays. E6.7.SP1. Students will be able to describe past activities and personal experiences. E6.7.R1. Students will be able to understand short, simple sentences and expressions related to past activities. E6.7.W1. Students will be able to write short and simple pieces in various forms about holidays. | 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 Holidays | Talking about past events (Making simple inquiries) What did you do in your holiday? —I played with my friends, and I learned skiing. —My brother and I climbed trees and picked fruit. I enjoyed it. —We walked in the forest yesterday. What did s/he do in the holiday? —S/he studied English. —S/he visited her/his grandparents last week. forest, -s flower, -s fruit lake, -s mountain, -s pick river, -s sailing seaside sightseeing skiing snowball snowman tree, -s | Listening Spoken Interaction Spoken Production Reading Writing | E6.7.L1. Students will be able to spot the activities about holidays in oral texts. E6.7.SI1. Students will be able to talk about their holidays. E6.7.SP1. Students will be able to describe past activities and personal experiences. E6.7.R1. Students will be able to understand short, simple sentences and expressions related to past activities. E6.7.W1. Students will be able to write short and simple pieces in various forms about holidays. | 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 Holidays | Talking about past events (Making simple inquiries) What did you do in your holiday? —I played with my friends, and I learned skiing. —My brother and I climbed trees and picked fruit. I enjoyed it. —We walked in the forest yesterday. What did s/he do in the holiday? —S/he studied English. —S/he visited her/his grandparents last week. forest, -s flower, -s fruit lake, -s mountain, -s pick river, -s sailing seaside sightseeing skiing snowball snowman tree, -s | Listening Spoken Interaction Spoken Production Reading Writing | E6.7.L1. Students will be able to spot the activities about holidays in oral texts. E6.7.SI1. Students will be able to talk about their holidays. E6.7.SP1. Students will be able to describe past activities and personal experiences. E6.7.R1. Students will be able to understand short, simple sentences and expressions related to past activities. E6.7.W1. Students will be able to write short and simple pieces in various forms about holidays. | 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 Brochures Cartoons Conversations Illustrations Maps Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Making Puppets Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a postcard and write about what they did on their holiday. • Students prepare a pamphlet showing different places for different holiday activities in their country. |  |
| MART | 25.HAFTA(23-29) | 3 SAAT | 8 Bookworms | Talking about locations of things and people Where is s/he? —S/he is in front of/next to/near/behind/between/under/over ... I can’t find my book. Can you help me? —Look! It is under the bed. Talking about past events What happened in the library yesterday? —I read important books. —I found some interesting information in the magazines. —I looked up/for some dictionaries. author/writer borrow/lend bookshelf dictionary e-book important information library look at/for/up magazine newspaper novel poetry story | Listening Spoken Interaction | E6.8.L1. Students will be able to listen to the instructions and locate things. E6.8.L2. Students will be able to understand past events in oral texts. E6.8.SI1. Students will be able to talk about the locations of people and things. E6.8.SI2. Students will be able to talk about past events with definite time. | 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 Bookworms | Talking about locations of things and people Where is s/he? —S/he is in front of/next to/near/behind/between/under/over ... I can’t find my book. Can you help me? —Look! It is under the bed. Talking about past events What happened in the library yesterday? —I read important books. —I found some interesting information in the magazines. —I looked up/for some dictionaries. author/writer borrow/lend bookshelf dictionary e-book important information library look at/for/up magazine newspaper novel poetry story | Spoken Production Reading Writing | E6.8.SP1. Students will be able to describe the locations of people and things. E6.8.SP2. Students will be able to describe past events with definite time. E6.8.R1. Students will be able to understand short, simple sentences and expressions about past events with definite time. E6.8.W1. Students will be able to write about past events with definite time. E6.8.W2. Students will be able to write about the locations of people and things. | 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 Brochures Captions Cartoons Conversations Illustrations Magazines Probes/Realia Podcasts Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. |  |
| NİSAN | 28.HAFTA(13-19) | 3 SAAT | 8 Bookworms | Talking about locations of things and people Where is s/he? —S/he is in front of/next to/near/behind/between/under/over ... I can’t find my book. Can you help me? —Look! It is under the bed. Talking about past events What happened in the library yesterday? —I read important books. —I found some interesting information in the magazines. —I looked up/for some dictionaries. author/writer borrow/lend bookshelf dictionary e-book important information library look at/for/up magazine newspaper novel poetry story | Spoken Production Reading Writing | E6.8.SP1. Students will be able to describe the locations of people and things. E6.8.SP2. Students will be able to describe past events with definite time. E6.8.R1. Students will be able to understand short, simple sentences and expressions about past events with definite time. E6.8.W1. Students will be able to write about past events with definite time. E6.8.W2. Students will be able to write about the locations of people and things. | 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 Saving the Planet | Giving and responding to simple suggestions What should we do to save our world? —We should save energy. —We can use less water and electricity. —We should recycle the batteries. —We should not harm animals. —Turn off the lights. —Don’t waste water. —Unplug the TV. air/water/noise pollution cut down damage garbage electrical device, -s harm litter plug (unplug) recycle rubbish reduce save trash waste | Listening Spoken Interaction Spoken Production Reading Writing | E6.9.L1. Students will be able to recognize appropriate attitudes to save energy and to protect the environment. E6.9.L2. Students will be able to understand suggestions related to the protection of the environment in simple oral texts. E6.9.SI1. Students will be able to give each other suggestions about the protection of the environment. E6.9.SP1. Students will be able to talk to people about the protection of the environment. E6.9.R1. Students will be able to understand the texts about the protection of the environment. E6.9.R2. Students will be able to follow short, simple written instructions. E6.9.W1. Students will be able to write simple pieces about the protection of the environment. | 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 Brochures Captions Cartoons Conversations Illustrations Magazines Probes/Realia Podcasts Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** |
| NİSAN-MAYIS | 30.HAFTA(27-03) | 3 SAAT | 9 Saving the Planet | Giving and responding to simple suggestions What should we do to save our world? —We should save energy. —We can use less water and electricity. —We should recycle the batteries. —We should not harm animals. —Turn off the lights. —Don’t waste water. —Unplug the TV. air/water/noise pollution cut down damage garbage electrical device, -s harm litter plug (unplug) recycle rubbish reduce save trash waste | Listening Spoken Interaction Spoken Production Reading Writing | E6.9.L1. Students will be able to recognize appropriate attitudes to save energy and to protect the environment. E6.9.L2. Students will be able to understand suggestions related to the protection of the environment in simple oral texts. E6.9.SI1. Students will be able to give each other suggestions about the protection of the environment. E6.9.SP1. Students will be able to talk to people about the protection of the environment. E6.9.R1. Students will be able to understand the texts about the protection of the environment. E6.9.R2. Students will be able to follow short, simple written instructions. E6.9.W1. Students will be able to write simple pieces about the protection of the environment. | 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 Saving the Planet | Giving and responding to simple suggestions What should we do to save our world? —We should save energy. —We can use less water and electricity. —We should recycle the batteries. —We should not harm animals. —Turn off the lights. —Don’t waste water. —Unplug the TV. air/water/noise pollution cut down damage garbage electrical device, -s harm litter plug (unplug) recycle rubbish reduce save trash waste | Listening Spoken Interaction Spoken Production Reading Writing | E6.9.L1. Students will be able to recognize appropriate attitudes to save energy and to protect the environment. E6.9.L2. Students will be able to understand suggestions related to the protection of the environment in simple oral texts. E6.9.SI1. Students will be able to give each other suggestions about the protection of the environment. E6.9.SP1. Students will be able to talk to people about the protection of the environment. E6.9.R1. Students will be able to understand the texts about the protection of the environment. E6.9.R2. Students will be able to follow short, simple written instructions. E6.9.W1. Students will be able to write simple pieces about the protection of the environment. | 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 Brochures Captions Cartoons Conversations Illustrations Magazines Probes/Realia Podcasts Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. |  |
| MAYIS | 32.HAFTA(11-17) | 3 SAAT | 10 Democracy | Talking about stages of a procedure You should ... choose your candidate. talk about your plans/opinions. respect others. write the name of the candidate. fold the paper. put it into the ballot box. Making simple inquiries Are you a candidate? Who is your candidate? Do you support Ahmet in the election? Who do you support in the election? Talking about past events —We had an election in our school. —We elected our classroom president. —Our classroom president gave us a speech. ballot box, -es campaign, -s candidate, -s child/human right, -s election, -s fair law, -s make/give a speech president poll public respect republic vote | Listening Spoken Interaction Spoken Production | E6.10.L1. Students will be able to recognize some key features related to the concept of democracy. E6.10.SI1. Students will be able to talk about the stages of classroom president polls. E6.10.SP1. Students will be able to give short descriptions of past and present events. E6.10.SP2. Students will be able to talk about the concept of democracy. | 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 Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Posters Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answer Reordering Storytelling True/False/No information Assignments • Students prepare slogans/notes/posters about saving energy at school and hang them on the walls. |  |
| MAYIS | 33.HAFTA(18-24) | 3 SAAT | 10 Democracy | Talking about stages of a procedure You should ... choose your candidate. talk about your plans/opinions. respect others. write the name of the candidate. fold the paper. put it into the ballot box. Making simple inquiries Are you a candidate? Who is your candidate? Do you support Ahmet in the election? Who do you support in the election? Talking about past events —We had an election in our school. —We elected our classroom president. —Our classroom president gave us a speech. ballot box, -es campaign, -s candidate, -s child/human right, -s election, -s fair law, -s make/give a speech president poll public respect republic vote | Listening Spoken Interaction Spoken Production | E6.10.L1. Students will be able to recognize some key features related to the concept of democracy. E6.10.SI1. Students will be able to talk about the stages of classroom president polls. E6.10.SP1. Students will be able to give short descriptions of past and present events. E6.10.SP2. Students will be able to talk about the concept of democracy. | 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 Democracy | Talking about stages of a procedure You should ... choose your candidate. talk about your plans/opinions. respect others. write the name of the candidate. fold the paper. put it into the ballot box. Making simple inquiries Are you a candidate? Who is your candidate? Do you support Ahmet in the election? Who do you support in the election? Talking about past events —We had an election in our school. —We elected our classroom president. —Our classroom president gave us a speech. ballot box, -es campaign, -s candidate, -s child/human right, -s election, -s fair law, -s make/give a speech president poll public respect republic vote | Reading Writing | E6.10.R1. Students will be able to recognize familiar words and simple phrases related to the concept of democracy. E6.10.W1. Students will be able to write simple pieces about concepts related to democracy. | 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 Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Postes Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answer Reordering Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • Students work in groups and create an election campaign poster for classroom presidency. | **SINAV HAFTASI** |
| HAZİRAN | 36.HAFTA(15-21) | 3 SAAT | 10 Democracy | Talking about stages of a procedure You should ... choose your candidate. talk about your plans/opinions. respect others. write the name of the candidate. fold the paper. put it into the ballot box. Making simple inquiries Are you a candidate? Who is your candidate? Do you support Ahmet in the election? Who do you support in the election? Talking about past events —We had an election in our school. —We elected our classroom president. —Our classroom president gave us a speech. ballot box, -es campaign, -s candidate, -s child/human right, -s election, -s fair law, -s make/give a speech president poll public respect republic vote | Reading Writing | E6.10.R1. Students will be able to recognize familiar words and simple phrases related to the concept of democracy. E6.10.W1. Students will be able to write simple pieces about concepts related to democracy. | 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 Democracy | Talking about stages of a procedure You should ... choose your candidate. talk about your plans/opinions. respect others. write the name of the candidate. fold the paper. put it into the ballot box. Making simple inquiries Are you a candidate? Who is your candidate? Do you support Ahmet in the election? Who do you support in the election? Talking about past events —We had an election in our school. —We elected our classroom president. —Our classroom president gave us a speech. ballot box, -es campaign, -s candidate, -s child/human right, -s election, -s fair law, -s make/give a speech president poll public respect republic vote | Reading Writing | E6.10.R1. Students will be able to recognize familiar words and simple phrases related to the concept of democracy. E6.10.W1. Students will be able to write simple pieces about concepts related to democracy. | 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.**