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

| **AY** | **HAFTA** | **SAAT** | **UNİT /THEME** | **FUNCTİONS &USEFUL LANGUAGE** | **LANGUAGE SKİLLS AND LEARNİNG OUTCOMES** | **SUGGESTED CONTEXTS, TASKS AND ASSİGNMENTS** | **DEĞERLENDİRME** |
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| EYLÜL | 1.HAFTA(09-15) | 3 SAAT | 1Hello! | Expressing likes and dislikes What is/are your favorite class(es)? —My favorite class(es) is/are … —I like English and maths. I don’t like/dislike/hate… Greeting and meeting people Nice/Glad to meet you. Nice meeting you. —Me, too. —My pleasure. Making simple inquiries Where do you study? —I study at Atatürk Secondary School. How many languages do you speak? —One. I speak Chinese. —Two. I speak English and German. Arts primary/elementary/secondary school geography, history language class/course math(s)music physical education science social studies | Listening E5.1.L1. Students will be able to understand simple personal information. Speaking E5.1.S1. Students will be able to introduce themselves and meet other people. E5.1.S2. Students will be able to exchange simple personal information. Reading E5.1.R1. Students will be able to read picture stories, conversations and cartoons about personal information. E5.1.R2. Students will be able to read their timetable for their lessons. | Contexts Advertisements Captions Cartoons , Conversations Coupons , Illustrations Lists ,Menus Posters , Probes/Realia Rhymes, Signs Songs ,Stories ,Tables, Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games, Labeling Making puppets , Matching Questions and Answers Storytelling Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students prepare a timetable showing their class schedule. | **2019-2020 Eğitim-Öğretim yılı başlangıcı** |
| EYLÜL | 2.HAFTA(16-22) | 3 SAAT | 1Hello! | Expressing likes and dislikes What is/are your favorite class(es)? —My favorite class(es) is/are … —I like English and maths. I don’t like/dislike/hate… Greeting and meeting people Nice/Glad to meet you. Nice meeting you. —Me, too. —My pleasure. Making simple inquiries Where do you study? —I study at Atatürk Secondary School. How many languages do you speak? —One. I speak Chinese. —Two. I speak English and German. Arts primary/elementary/secondary school geography, history language class/course math(s)music physical education science social studies | Listening E5.1.L1. Students will be able to understand simple personal information. Speaking E5.1.S1. Students will be able to introduce themselves and meet other people. E5.1.S2. Students will be able to exchange simple personal information. Reading E5.1.R1. Students will be able to read picture stories, conversations and cartoons about personal information. E5.1.R2. Students will be able to read their timetable for their lessons. | Contexts Advertisements Captions Cartoons , Conversations Coupons , Illustrations Lists ,Menus Posters , Probes/Realia Rhymes, Signs Songs ,Stories ,Tables, Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games, Labeling Making puppets , Matching Questions and Answers Storytelling Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students prepare a timetable showing their class schedule. |  |
| EYLÜL | 3.HAFTA(23-29) | 3 SAAT | 1Hello! | Expressing likes and dislikes What is/are your favorite class(es)? —My favorite class(es) is/are … —I like English and maths. I don’t like/dislike/hate… Greeting and meeting people Nice/Glad to meet you. Nice meeting you. —Me, too. —My pleasure. Making simple inquiries Where do you study? —I study at Atatürk Secondary School. How many languages do you speak? —One. I speak Chinese. —Two. I speak English and German. Arts primary/elementary/secondary school geography, history language class/course math(s)music physical education science social studies | Listening E5.1.L1. Students will be able to understand simple personal information. Speaking E5.1.S1. Students will be able to introduce themselves and meet other people. E5.1.S2. Students will be able to exchange simple personal information. Reading E5.1.R1. Students will be able to read picture stories, conversations and cartoons about personal information. E5.1.R2. Students will be able to read their timetable for their lessons. | Contexts Advertisements Captions Cartoons , Conversations Coupons , Illustrations Lists ,Menus Posters , Probes/Realia Rhymes, Signs Songs ,Stories ,Tables, Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games, Labeling Making puppets , Matching Questions and Answers Storytelling Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students prepare a timetable showing their class schedule. |  |
| EYLÜL-EKİM | 4.HAFTA(30-06) | 3 SAAT | 1Hello! | Expressing likes and dislikes What is/are your favorite class(es)? —My favorite class(es) is/are … —I like English and maths. I don’t like/dislike/hate… Greeting and meeting people Nice/Glad to meet you. Nice meeting you. —Me, too. —My pleasure. Making simple inquiries Where do you study? —I study at Atatürk Secondary School. How many languages do you speak? —One. I speak Chinese. —Two. I speak English and German. Arts primary/elementary/secondary school geography, history language class/course math(s)music physical education science social studies | Listening E5.1.L1. Students will be able to understand simple personal information. Speaking E5.1.S1. Students will be able to introduce themselves and meet other people. E5.1.S2. Students will be able to exchange simple personal information. Reading E5.1.R1. Students will be able to read picture stories, conversations and cartoons about personal information. E5.1.R2. Students will be able to read their timetable for their lessons. | Contexts Advertisements Captions Cartoons , Conversations Coupons , Illustrations Lists ,Menus Posters , Probes/Realia Rhymes, Signs Songs ,Stories ,Tables, Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games, Labeling Making puppets , Matching Questions and Answers Storytelling Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students prepare a timetable showing their class schedule. |  |
| EKİM | 5.HAFTA(07-13) | 3 SAAT | 2 My town | Asking for and giving directions (Making simple inquiries) Excuse me, how can I get to the city center? —Go (straight) ahead and turn left on Uçarlı Street. —Thanks. Excuse me, where is the bus station? —It’s on Papatya Street. Talking about locations of things and people Where are you? —I am at the library. —Library? —Yes, the library. around/next to/opposite ... ...the barber shop …the bank, ...the library ...the mosque, ...the butcher …the grocery, ...the pharmacy ...the book/toy shop ...the bakery, ...the pool …the cinema/theater/museum between ..., ...the shop and the bus stop. | Listening E5.2.L1. Students will be able to understand simple directions to get from one place to another. E5.2.L2. Students will be able to recognize the use of rising intonation to ask for clarification. Speaking E5.2.S1. Students will be able to talk about the locations of things and people in simple conversations. E5.2.S2. Students will be able to give directions in a simple way. Reading E5.2.R1. Students will be able to understand information about important places. | Contexts Advertisements, Captions Cartoons, Conversations Instructions, Maps Notes and Messages Podcasts, Postcards Posters, Signs, Tables Videos Tasks/Activities Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games, Labeling, Making puppets Matching Questions and Answers Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students draw a map of their neighborhood and give directions of different places to their peers in groups |  |
| EKİM | 6.HAFTA(14-20) | 3 SAAT | 2 My town | Asking for and giving directions (Making simple inquiries) Excuse me, how can I get to the city center? —Go (straight) ahead and turn left on Uçarlı Street. —Thanks. Excuse me, where is the bus station? —It’s on Papatya Street. Talking about locations of things and people Where are you? —I am at the library. —Library? —Yes, the library. around/next to/opposite ... ...the barber shop …the bank, ...the library ...the mosque, ...the butcher …the grocery, ...the pharmacy ...the book/toy shop ...the bakery, ...the pool …the cinema/theater/museum between ..., ...the shop and the bus stop. | Listening E5.2.L1. Students will be able to understand simple directions to get from one place to another. E5.2.L2. Students will be able to recognize the use of rising intonation to ask for clarification. Speaking E5.2.S1. Students will be able to talk about the locations of things and people in simple conversations. E5.2.S2. Students will be able to give directions in a simple way. Reading E5.2.R1. Students will be able to understand information about important places. | Contexts Advertisements, Captions Cartoons, Conversations Instructions, Maps Notes and Messages Podcasts, Postcards Posters, Signs, Tables Videos Tasks/Activities Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games, Labeling, Making puppets Matching Questions and Answers Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students draw a map of their neighborhood and give directions of different places to their peers in groups |  |
| EKİM | 7.HAFTA(21-27) | 3 SAAT | 2 My town | Asking for and giving directions (Making simple inquiries) Excuse me, how can I get to the city center? —Go (straight) ahead and turn left on Uçarlı Street. —Thanks. Excuse me, where is the bus station? —It’s on Papatya Street. Talking about locations of things and people Where are you? —I am at the library. —Library? —Yes, the library. around/next to/opposite ... ...the barber shop …the bank, ...the library ...the mosque, ...the butcher …the grocery, ...the pharmacy ...the book/toy shop ...the bakery, ...the pool …the cinema/theater/museum between ..., ...the shop and the bus stop. | Listening E5.2.L1. Students will be able to understand simple directions to get from one place to another. E5.2.L2. Students will be able to recognize the use of rising intonation to ask for clarification. Speaking E5.2.S1. Students will be able to talk about the locations of things and people in simple conversations. E5.2.S2. Students will be able to give directions in a simple way. Reading E5.2.R1. Students will be able to understand information about important places. | Contexts Advertisements, Captions Cartoons, Conversations Instructions, Maps Notes and Messages Podcasts, Postcards Posters, Signs, Tables Videos Tasks/Activities Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games, Labeling, Making puppets Matching Questions and Answers Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students draw a map of their neighborhood and give directions of different places to their peers in groups |  |
| EKİM-KASIM | 8.HAFTA(28-03) | 3 SAAT | 2 My town2 My town | Asking for and giving directions (Making simple inquiries) Excuse me, how can I get to the city center? —Go (straight) ahead and turn left on Uçarlı Street. —Thanks. Excuse me, where is the bus station? —It’s on Papatya Street. Talking about locations of things and people Where are you? —I am at the library. —Library? —Yes, the library. around/next to/opposite ... ...the barber shop …the bank, ...the library ...the mosque, ...the butcher …the grocery, ...the pharmacy ...the book/toy shop ...the bakery, ...the pool …the cinema/theater/museum between ..., ...the shop and the bus stop.Asking for and giving directions (Making simple inquiries) Excuse me, how can I get to the city center? —Go (straight) ahead and turn left on Uçarlı Street. —Thanks. Excuse me, where is the bus station? —It’s on Papatya Street. Talking about locations of things and people Where are you? —I am at the library. —Library? —Yes, the library. around/next to/opposite ... ...the barber shop …the bank, ...the library ...the mosque, ...the butcher …the grocery, ...the pharmacy ...the book/toy shop ...the bakery, ...the pool …the cinema/theater/museum between ..., ...the shop and the bus stop. | Listening E5.2.L1. Students will be able to understand simple directions to get from one place to another. E5.2.L2. Students will be able to recognize the use of rising intonation to ask for clarification. Speaking E5.2.S1. Students will be able to talk about the locations of things and people in simple conversations. E5.2.S2. Students will be able to give directions in a simple way. Reading E5.2.R1. Students will be able to understand information about important places.Listening E5.2.L1. Students will be able to understand simple directions to get from one place to another. E5.2.L2. Students will be able to recognize the use of rising intonation to ask for clarification. Speaking E5.2.S1. Students will be able to talk about the locations of things and people in simple conversations. E5.2.S2. Students will be able to give directions in a simple way. Reading E5.2.R1. Students will be able to understand information about important places. | Contexts Advertisements, Captions Cartoons, Conversations Instructions, Maps Notes and Messages Podcasts, Postcards Posters, Signs, Tables Videos Tasks/Activities Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games, Labeling, Making puppets Matching Questions and Answers Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students draw a map of their neighborhood and give directions of different places to their peers in groupsContexts Advertisements, Captions Cartoons, Conversations Instructions, Maps Notes and Messages Podcasts, Postcards Posters, Signs, Tables Videos Tasks/Activities Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games, Labeling, Making puppets Matching Questions and Answers Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students draw a map of their neighborhood and give directions of different places to their peers in groups | **Cumhuriyet Bayramı** |
| KASIM | 9.HAFTA(04-10) | 3 SAAT | 3 Games and Hobbies | Describing what people do regularly Do you play computer games? —No, I don’t. I go fishing. What are your hobbies? —Playing chess and tennis. Expressing ability and inability Can you play checkers? —No, but I can play chess. Can your sister/brother play chess? —Yes, s/he can. —No, but s/he can play checkers. Expressing likes and dislikes Yin lives in Beijing and he likes playing blind man’s buff. Julio lives in Madrid and he likes playing football. Hans and Yuka don’t like hopscotch. blind man’s buff, camping checkers, Chinese whispers dodge ball, fishing, hangman hiking, hopscotch lose, origami, sculpting win | E5.3.L1. Students will be able to understand simple, oral texts about hobbies, likes/dislikes and abilities. Speaking E5.3.S1. Students will be able to talk about hobbies, likes/dislikes and abilities in a simple way. E5.3.S2. Students will be able to give information about likes/dislikes, abilities and hobbies of others in a simple way. Reading E5.3.R1. Students will be able to follow a simple story with visual aids. | Contexts Advertisements, Captions Cartoons, Charts Conversations, Illustrations Notes and Messages, Poems Postcards, Posters Rhymes, Songs, Stories, Tables Videos Tasks/Activities Competitions Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring, Games Information transfer Labeling, Matching Reordering, Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to show their hobbies/ | **Kızılay Haftası** |
| KASIM | 10.HAFTA(11-17) | 3 SAAT | 3 Games and Hobbies | Describing what people do regularly Do you play computer games? —No, I don’t. I go fishing. What are your hobbies? —Playing chess and tennis. Expressing ability and inability Can you play checkers? —No, but I can play chess. Can your sister/brother play chess? —Yes, s/he can. —No, but s/he can play checkers. Expressing likes and dislikes Yin lives in Beijing and he likes playing blind man’s buff. Julio lives in Madrid and he likes playing football. Hans and Yuka don’t like hopscotch. blind man’s buff, camping checkers, Chinese whispers dodge ball, fishing, hangman hiking, hopscotch lose, origami, sculpting win | E5.3.L1. Students will be able to understand simple, oral texts about hobbies, likes/dislikes and abilities. Speaking E5.3.S1. Students will be able to talk about hobbies, likes/dislikes and abilities in a simple way. E5.3.S2. Students will be able to give information about likes/dislikes, abilities and hobbies of others in a simple way. Reading E5.3.R1. Students will be able to follow a simple story with visual aids. | Contexts Advertisements, Captions Cartoons, Charts Conversations, Illustrations Notes and Messages, Poems Postcards, Posters Rhymes, Songs, Stories, Tables Videos Tasks/Activities Competitions Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring, Games Information transfer Labeling, Matching Reordering, Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to show their hobbies/ |  |
| KASIM-ARALIK | 11.HAFTA(25-01) | 3 SAAT | 3 Games and Hobbies | Describing what people do regularly Do you play computer games? —No, I don’t. I go fishing. What are your hobbies? —Playing chess and tennis. Expressing ability and inability Can you play checkers? —No, but I can play chess. Can your sister/brother play chess? —Yes, s/he can. —No, but s/he can play checkers. Expressing likes and dislikes Yin lives in Beijing and he likes playing blind man’s buff. Julio lives in Madrid and he likes playing football. Hans and Yuka don’t like hopscotch. blind man’s buff, camping checkers, Chinese whispers dodge ball, fishing, hangman hiking, hopscotch lose, origami, sculpting win | E5.3.L1. Students will be able to understand simple, oral texts about hobbies, likes/dislikes and abilities. Speaking E5.3.S1. Students will be able to talk about hobbies, likes/dislikes and abilities in a simple way. E5.3.S2. Students will be able to give information about likes/dislikes, abilities and hobbies of others in a simple way. Reading E5.3.R1. Students will be able to follow a simple story with visual aids. | Contexts Advertisements, Captions Cartoons, Charts Conversations, Illustrations Notes and Messages, Poems Postcards, Posters Rhymes, Songs, Stories, Tables Videos Tasks/Activities Competitions Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring, Games Information transfer Labeling, Matching Reordering, Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to show their hobbies/ |  |
| ARALIK | 12.HAFTA(02-08) | 3 SAAT | 4 My Daily Routine | Describing what people do regularly (Making simple inquiries) What time does your little brother/sister go to bed? —S/he goes to bed at half past ten. What time do you arrive atschool? —We arrive at school at quarter past eight. When do you brush your teeth? —I brush my teeth in the morning and at night. —When do you watch TV? —I watch TV every evening. Telling the time What time is it? —It’s half past nine. —It’s quarter to eleven. Naming numbers Numbers from 1 to 100 Arrive, brush, -es, call,comb, -s get out of bed, get up go online, get on/off the bus leave, talk, toothbrush, -es toothpaste, sleep | Listening E5.4.L1. Students will be able to understand specific information in short, oral texts about daily routines. E5.4.L2. Students will be able to understand the time. Speaking E5.4.S1. Students will be able to talk about daily routines. E5.4.S2. Students will be able to use simple utterances to talk about daily routines of friends and family members. E5.4.S3. Students will be able to tell the time and numbers from 1 to 100. Reading E5.4.R1. Students will be able to understand short and simple written texts about daily routines. | Contexts Advertisements, Captions Cartoons, Charts Conversations Illustrations Notes and Messages, Poems Postcards, Posters, Rhymes Songs, Stories, Tables,Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling, Making puppets Matching, Reordering Storytelling True/False/No information Assignments • Students prepare a poster about daily routines and present it in the classroom. • Students interview a friend/neighbor/parent/ teacher, ask about his/her typical day and pre | **Dünya Engelliler Günü** |
| ARALIK | 13.HAFTA(09-15) | 3 SAAT | 4 My Daily Routine | Describing what people do regularly (Making simple inquiries) What time does your little brother/sister go to bed? —S/he goes to bed at half past ten. What time do you arrive atschool? —We arrive at school at quarter past eight. When do you brush your teeth? —I brush my teeth in the morning and at night. —When do you watch TV? —I watch TV every evening. Telling the time What time is it? —It’s half past nine. —It’s quarter to eleven. Naming numbers Numbers from 1 to 100 Arrive, brush, -es, call,comb, -s get out of bed, get up go online, get on/off the bus leave, talk, toothbrush, -es toothpaste, sleep | Listening E5.4.L1. Students will be able to understand specific information in short, oral texts about daily routines. E5.4.L2. Students will be able to understand the time. Speaking E5.4.S1. Students will be able to talk about daily routines. E5.4.S2. Students will be able to use simple utterances to talk about daily routines of friends and family members. E5.4.S3. Students will be able to tell the time and numbers from 1 to 100. Reading E5.4.R1. Students will be able to understand short and simple written texts about daily routines. | Contexts Advertisements, Captions Cartoons, Charts Conversations Illustrations Notes and Messages, Poems Postcards, Posters, Rhymes Songs, Stories, Tables,Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling, Making puppets Matching, Reordering Storytelling True/False/No information Assignments • Students prepare a poster about daily routines and present it in the classroom. • Students interview a friend/neighbor/parent/ teacher, ask about his/her typical day and pre |  |
| ARALIK | 14.HAFTA(16-22) | 3 SAAT | 4 My Daily Routine | Describing what people do regularly (Making simple inquiries) What time does your little brother/sister go to bed? —S/he goes to bed at half past ten. What time do you arrive atschool? —We arrive at school at quarter past eight. When do you brush your teeth? —I brush my teeth in the morning and at night. —When do you watch TV? —I watch TV every evening. Telling the time What time is it? —It’s half past nine. —It’s quarter to eleven. Naming numbers Numbers from 1 to 100 Arrive, brush, -es, call,comb, -s get out of bed, get up go online, get on/off the bus leave, talk, toothbrush, -es toothpaste, sleep | Listening E5.4.L1. Students will be able to understand specific information in short, oral texts about daily routines. E5.4.L2. Students will be able to understand the time. Speaking E5.4.S1. Students will be able to talk about daily routines. E5.4.S2. Students will be able to use simple utterances to talk about daily routines of friends and family members. E5.4.S3. Students will be able to tell the time and numbers from 1 to 100. Reading E5.4.R1. Students will be able to understand short and simple written texts about daily routines. | Contexts Advertisements, Captions Cartoons, Charts Conversations Illustrations Notes and Messages, Poems Postcards, Posters, Rhymes Songs, Stories, Tables,Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling, Making puppets Matching, Reordering Storytelling True/False/No information Assignments • Students prepare a poster about daily routines and present it in the classroom. • Students interview a friend/neighbor/parent/ teacher, ask about his/her typical day and pre |  |
| ARALIK | 15.HAFTA(23-29) | 3 SAAT | 5 Health | Expressing illnesses, needs and feelings I feel cold. I have the flu. I have a fever. I have a toothache/headache/ stomachache. S/he feels cold and tired. S/he needs pills. Making simple suggestions —You should stay in bed. — Have a rest. —Stay in bed. —Visit a doctor. —Take your pills. backache/headache/toothache/ stomachache, cold, cough dentist, faint fever, flu, have a pain/ache hurt, ill/illness medicine, pill, sneeze, sore throat, syrup, vitamin. | Listening E5.5.L1. Students will be able to identify common illnesses and understand some of the suggestions made. E5.5.L2. Students will be able to understand simple suggestions concerning illnesses. Speaking E5.5.S1. Students will be able to name the common illnesses in a simple way. E5.5.S2. Students will be able to express basic needs and feelings about illnesses. Reading E5.5.R1. Students will be able to understand short and simple texts about illnesses, needs and feelings. | Contexts Advertisements, Captions Cartoons, Charts, Conversations Illustrations Lists, Posters, Probes/Realia Rhymes, Songs, Stories, Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling,Matching Questions and Answers Storytelling True/False/No information Assignments • Students prepare a picture story about their feelings and needs when they are ill. They work in groups and exchange information about the picture story. |  |
| ARALIK-OCAK | 16.HAFTA(30-05) | 3 SAAT | 5 Health | Expressing illnesses, needs and feelings I feel cold. I have the flu. I have a fever. I have a toothache/headache/ stomachache. S/he feels cold and tired. S/he needs pills. Making simple suggestions —You should stay in bed. — Have a rest. —Stay in bed. —Visit a doctor. —Take your pills. backache/headache/toothache/ stomachache, cold, cough dentist, faint fever, flu, have a pain/ache hurt, ill/illness medicine, pill, sneeze, sore throat, syrup, vitamin. | Listening E5.5.L1. Students will be able to identify common illnesses and understand some of the suggestions made. E5.5.L2. Students will be able to understand simple suggestions concerning illnesses. Speaking E5.5.S1. Students will be able to name the common illnesses in a simple way. E5.5.S2. Students will be able to express basic needs and feelings about illnesses. Reading E5.5.R1. Students will be able to understand short and simple texts about illnesses, needs and feelings. | Contexts Advertisements, Captions Cartoons, Charts, Conversations Illustrations Lists, Posters, Probes/Realia Rhymes, Songs, Stories, Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling,Matching Questions and Answers Storytelling True/False/No information Assignments • Students prepare a picture story about their feelings and needs when they are ill. They work in groups and exchange information about the picture story. | **Yılbaşı Tatili** |
| OCAK | 17.HAFTA(06-12) | 3 SAAT | 5 Health | Expressing illnesses, needs and feelings I feel cold. I have the flu. I have a fever. I have a toothache/headache/ stomachache. S/he feels cold and tired. S/he needs pills. Making simple suggestions —You should stay in bed. — Have a rest. —Stay in bed. —Visit a doctor. —Take your pills. backache/headache/toothache/ stomachache, cold, cough dentist, faint fever, flu, have a pain/ache hurt, ill/illness medicine, pill, sneeze, sore throat, syrup, vitamin. | Listening E5.5.L1. Students will be able to identify common illnesses and understand some of the suggestions made. E5.5.L2. Students will be able to understand simple suggestions concerning illnesses. Speaking E5.5.S1. Students will be able to name the common illnesses in a simple way. E5.5.S2. Students will be able to express basic needs and feelings about illnesses. Reading E5.5.R1. Students will be able to understand short and simple texts about illnesses, needs and feelings. | Contexts Advertisements, Captions Cartoons, Charts, Conversations Illustrations Lists, Posters, Probes/Realia Rhymes, Songs, Stories, Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling,Matching Questions and Answers Storytelling True/False/No information Assignments • Students prepare a picture story about their feelings and needs when they are ill. They work in groups and exchange information about the picture story. |  |
| OCAK | 18.HAFTA(13-19) | 3 SAAT | 5 Health | Expressing illnesses, needs and feelings I feel cold. I have the flu. I have a fever. I have a toothache/headache/ stomachache. S/he feels cold and tired. S/he needs pills. Making simple suggestions —You should stay in bed. — Have a rest. —Stay in bed. —Visit a doctor. —Take your pills. backache/headache/toothache/ stomachache, cold, cough dentist, faint fever, flu, have a pain/ache hurt, ill/illness medicine, pill, sneeze, sore throat, syrup, vitamin. | Listening E5.5.L1. Students will be able to identify common illnesses and understand some of the suggestions made. E5.5.L2. Students will be able to understand simple suggestions concerning illnesses. Speaking E5.5.S1. Students will be able to name the common illnesses in a simple way. E5.5.S2. Students will be able to express basic needs and feelings about illnesses. Reading E5.5.R1. Students will be able to understand short and simple texts about illnesses, needs and feelings. | Contexts Advertisements, Captions Cartoons, Charts, Conversations Illustrations Lists, Posters, Probes/Realia Rhymes, Songs, Stories, Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling,Matching Questions and Answers Storytelling True/False/No information Assignments • Students prepare a picture story about their feelings and needs when they are ill. They work in groups and exchange information about the picture story. | **Birinci Dönemin Sona Ermesi** |
| ŞUBAT | 19.HAFTA(03-09) | 3 SAAT | 6 Movies | Describing characters/people Superman is very strong/brave/... Expressing likes and dislikes I don’t like/dislike/hate horror movies. Making simple inquiries What is the movie about? It’s about friends/war/love/… Stating personal opinions I think Superman is brave. What’s your favorite film? —Ice Age. —I like Spirited Away. Telling the time What time is the movie? —It’s at seven o’clock. —It’s at half past four. Brave, beautiful, boring Exciting, evil film types: action, animation, cartoon,commedy, horror, etc. Friendly, frightening Funny, helpful, honest, love Save, strong, travel, .ugly | Listening E5.6.L1. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types. Speaking E5.6.S1. Students will be able to talk about people’s likes and dislikes concerning movies and movie characters. E5.6.S2. Students will be able to use simple utterances to state personal opinions about movies and movie characters. E5.6.S3. Students will be able to state the time of an event. Reading E5.6.R1. Students will be able to understand phrases and simple sentences on posters and advertisements about movies and movie characters. | Contexts Advertisements, Cartoons Conversations, Fairy tales Illustrations, Posters Questionnaire, Signs, Stories Tables, Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling, Making Puppets Matching, Reordering Questions and Answers Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a film poster and describe it to the peers in groups. • In groups, students make a survey to find out the favorite movies of their peers. | **İkinci Yarıyıl Başlangıcı** |
| ŞUBAT | 20.HAFTA(10-16) | 3 SAAT | 6 Movies | Describing characters/people Superman is very strong/brave/... Expressing likes and dislikes I don’t like/dislike/hate horror movies. Making simple inquiries What is the movie about? It’s about friends/war/love/… Stating personal opinions I think Superman is brave. What’s your favorite film? —Ice Age. —I like Spirited Away. Telling the time What time is the movie? —It’s at seven o’clock. —It’s at half past four. Brave, beautiful, boring Exciting, evil film types: action, animation, cartoon,commedy, horror, etc. Friendly, frightening Funny, helpful, honest, love Save, strong, travel, .ugly | Listening E5.6.L1. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types. Speaking E5.6.S1. Students will be able to talk about people’s likes and dislikes concerning movies and movie characters. E5.6.S2. Students will be able to use simple utterances to state personal opinions about movies and movie characters. E5.6.S3. Students will be able to state the time of an event. Reading E5.6.R1. Students will be able to understand phrases and simple sentences on posters and advertisements about movies and movie characters. | Contexts Advertisements, Cartoons Conversations, Fairy tales Illustrations, Posters Questionnaire, Signs, Stories Tables, Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling, Making Puppets Matching, Reordering Questions and Answers Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a film poster and describe it to the peers in groups. • In groups, students make a survey to find out the favorite movies of their peers. |  |
| ŞUBAT | 21.HAFTA(17-23) | 3 SAAT | 6 Movies | Describing characters/people Superman is very strong/brave/... Expressing likes and dislikes I don’t like/dislike/hate horror movies. Making simple inquiries What is the movie about? It’s about friends/war/love/… Stating personal opinions I think Superman is brave. What’s your favorite film? —Ice Age. —I like Spirited Away. Telling the time What time is the movie? —It’s at seven o’clock. —It’s at half past four. Brave, beautiful, boring Exciting, evil film types: action, animation, cartoon,commedy, horror, etc. Friendly, frightening Funny, helpful, honest, love Save, strong, travel, .ugly | Listening E5.6.L1. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types. Speaking E5.6.S1. Students will be able to talk about people’s likes and dislikes concerning movies and movie characters. E5.6.S2. Students will be able to use simple utterances to state personal opinions about movies and movie characters. E5.6.S3. Students will be able to state the time of an event. Reading E5.6.R1. Students will be able to understand phrases and simple sentences on posters and advertisements about movies and movie characters. | Contexts Advertisements, Cartoons Conversations, Fairy tales Illustrations, Posters Questionnaire, Signs, Stories Tables, Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling, Making Puppets Matching, Reordering Questions and Answers Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a film poster and describe it to the peers in groups. • In groups, students make a survey to find out the favorite movies of their peers. |  |
| ŞUBAT-MART | 22.HAFTA(24-01) | 3 SAAT | 6 Movies | Describing characters/people Superman is very strong/brave/... Expressing likes and dislikes I don’t like/dislike/hate horror movies. Making simple inquiries What is the movie about? It’s about friends/war/love/… Stating personal opinions I think Superman is brave. What’s your favorite film? —Ice Age. —I like Spirited Away. Telling the time What time is the movie? —It’s at seven o’clock. —It’s at half past four. Brave, beautiful, boring Exciting, evil film types: action, animation, cartoon,commedy, horror, etc. Friendly, frightening Funny, helpful, honest, love Save, strong, travel, .ugly | Listening E5.6.L1. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types. Speaking E5.6.S1. Students will be able to talk about people’s likes and dislikes concerning movies and movie characters. E5.6.S2. Students will be able to use simple utterances to state personal opinions about movies and movie characters. E5.6.S3. Students will be able to state the time of an event. Reading E5.6.R1. Students will be able to understand phrases and simple sentences on posters and advertisements about movies and movie characters. | Contexts Advertisements, Cartoons Conversations, Fairy tales Illustrations, Posters Questionnaire, Signs, Stories Tables, Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling, Making Puppets Matching, Reordering Questions and Answers Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a film poster and describe it to the peers in groups. • In groups, students make a survey to find out the favorite movies of their peers. |  |
| MART | 23.HAFTA(02-08) | 3 SAAT | 7 Party Time | Asking for permission Mom, can I have a birthday party? —Sure/For sure. Expressing and responding to thanks This is lovely, thanks./Thank you very much. —You’re (most) welcome. Greeting and meeting people —Welcome! —Nice to see you! —Nice to have you here! —OK, see you (later)! —Take (good) care! Expressing obligation I must go to the birthday party. You must prepare a shopping list. Telling the days and dates When’s your birthday? —My birthday is in May. —My birthday is on Saturday. balloon, -s, birthday, -s buy, cake, clown, -s, have/throw a party, candle, -s, delicious exciting, months of the year present, -s/gift, -s | Listening E5.7.L1. Students will be able to understand simple requests for permission and their responses. Speaking E5.7.S1. Students will be able to ask for permission and give response in a simple way. E5.7.S2. Students will be able to use basic greeting and leave-taking expressions. E5.7.S3. Students will be able to use utterances to express obligation. E5.7.S4. Students will be able to state the date of an event. E5.7.S5. Students will be able to express and respond to thanks. Reading E5.7.R1. Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards. | Contexts Advertisements, Cartoons Conversations, Coupons Illustrations, Lists Menus, Postcards, Posters Rhymes ,Stories Tables, Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information transfer, Labeling Matching, Reordering Questions and Answers Storytelling True/False/No information Assignments • Students prepare a birthday celebration card for a friend. • Students prepare a calendar in English marking birthdays of their family members and friends. • Students prepare a shopping list for a birthday party. |  |
| MART | 24.HAFTA(09-15) | 3 SAAT | 7 Party Time | Asking for permission Mom, can I have a birthday party? —Sure/For sure. Expressing and responding to thanks This is lovely, thanks./Thank you very much. —You’re (most) welcome. Greeting and meeting people —Welcome! —Nice to see you! —Nice to have you here! —OK, see you (later)! —Take (good) care! Expressing obligation I must go to the birthday party. You must prepare a shopping list. Telling the days and dates When’s your birthday? —My birthday is in May. —My birthday is on Saturday. balloon, -s, birthday, -s buy, cake, clown, -s, have/throw a party, candle, -s, delicious exciting, months of the year present, -s/gift, -s | Listening E5.7.L1. Students will be able to understand simple requests for permission and their responses. Speaking E5.7.S1. Students will be able to ask for permission and give response in a simple way. E5.7.S2. Students will be able to use basic greeting and leave-taking expressions. E5.7.S3. Students will be able to use utterances to express obligation. E5.7.S4. Students will be able to state the date of an event. E5.7.S5. Students will be able to express and respond to thanks. Reading E5.7.R1. Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards. | Contexts Advertisements, Cartoons Conversations, Coupons Illustrations, Lists Menus, Postcards, Posters Rhymes ,Stories Tables, Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information transfer, Labeling Matching, Reordering Questions and Answers Storytelling True/False/No information Assignments • Students prepare a birthday celebration card for a friend. • Students prepare a calendar in English marking birthdays of their family members and friends. • Students prepare a shopping list for a birthday party. | **İstiklâl Marşı’nın Kabulü ve Mehmet Akif Ersoy’u Anma Günü** |
| MART | 25.HAFTA(16-22) | 3 SAAT | 7 Party Time | Asking for permission Mom, can I have a birthday party? —Sure/For sure. Expressing and responding to thanks This is lovely, thanks./Thank you very much. —You’re (most) welcome. Greeting and meeting people —Welcome! —Nice to see you! —Nice to have you here! —OK, see you (later)! —Take (good) care! Expressing obligation I must go to the birthday party. You must prepare a shopping list. Telling the days and dates When’s your birthday? —My birthday is in May. —My birthday is on Saturday. balloon, -s, birthday, -s buy, cake, clown, -s, have/throw a party, candle, -s, delicious exciting, months of the year present, -s/gift, -s | Listening E5.7.L1. Students will be able to understand simple requests for permission and their responses. Speaking E5.7.S1. Students will be able to ask for permission and give response in a simple way. E5.7.S2. Students will be able to use basic greeting and leave-taking expressions. E5.7.S3. Students will be able to use utterances to express obligation. E5.7.S4. Students will be able to state the date of an event. E5.7.S5. Students will be able to express and respond to thanks. Reading E5.7.R1. Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards. | Contexts Advertisements, Cartoons Conversations, Coupons Illustrations, Lists Menus, Postcards, Posters Rhymes ,Stories Tables, Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information transfer, Labeling Matching, Reordering Questions and Answers Storytelling True/False/No information Assignments • Students prepare a birthday celebration card for a friend. • Students prepare a calendar in English marking birthdays of their family members and friends. • Students prepare a shopping list for a birthday party. | **Şehitler Günü** |
| MART | 26.HAFTA(23-29) | 3 SAAT | 7 Party Time | Asking for permission Mom, can I have a birthday party? —Sure/For sure. Expressing and responding to thanks This is lovely, thanks./Thank you very much. —You’re (most) welcome. Greeting and meeting people —Welcome! —Nice to see you! —Nice to have you here! —OK, see you (later)! —Take (good) care! Expressing obligation I must go to the birthday party. You must prepare a shopping list. Telling the days and dates When’s your birthday? —My birthday is in May. —My birthday is on Saturday. balloon, -s, birthday, -s buy, cake, clown, -s, have/throw a party, candle, -s, delicious exciting, months of the year present, -s/gift, -s | Listening E5.7.L1. Students will be able to understand simple requests for permission and their responses. Speaking E5.7.S1. Students will be able to ask for permission and give response in a simple way. E5.7.S2. Students will be able to use basic greeting and leave-taking expressions. E5.7.S3. Students will be able to use utterances to express obligation. E5.7.S4. Students will be able to state the date of an event. E5.7.S5. Students will be able to express and respond to thanks. Reading E5.7.R1. Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards. | Contexts Advertisements, Cartoons Conversations, Coupons Illustrations, Lists Menus, Postcards, Posters Rhymes ,Stories Tables, Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information transfer, Labeling Matching, Reordering Questions and Answers Storytelling True/False/No information Assignments • Students prepare a birthday celebration card for a friend. • Students prepare a calendar in English marking birthdays of their family members and friends. • Students prepare a shopping list for a birthday party. |  |
| MART-NİSAN | 27.HAFTA(30-05) | 3 SAAT | Fitness /8 | Making simple inquiries Can you ride a bicycle? —Yes, I can. —No, I can’t, but s/he can. What is your favorite exercise? What are your favorite sports? Which exercise/sports do you like? —Cycling. —I like jogging. Asking for clarification Sorry, can/could you repeat that, please? Making/accepting/refusing simple suggestions Let’s go hiking! —OK/That sounds great./That’s a good idea. How about jogging? —Sorry. I can’t now. I must study. —No. I am too tired. —Well, sorry but I must… Activity, camping, cycling (do) exercise, fitness, fishing Hiking, jogging, running Trekking, work out | Listening E5.8.L1. Students will be able to understand simple oral texts about sports activities. E5.8.L2. Students will be able to understand suggestions made for a limited number of activities. Speaking E5.8.S1. Students will be able to make suggestions for a limited number of activities. E5.8.S2. Students will be able to accept or refuse suggestions in a simple way. E5.8.S3. Students will be able to give simple personal information. E5.8.S4. Students will be able to ask for clarification by asking the speaker to repeat what has been said. Reading E5.8.R1. Students will be able to understand simple texts about sports activities. | Contexts Advertisements, Cartoons Conversations, Coupons Illustrations, Lists Menus, Postcards, Posters Rhymes, Stories, Tables, Videos Tasks/Activities Arts and Crafts Drama (Role Play, Simulation, Pantomime) Games Information transfer Matching Reordering Questions and Answers Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. |  |
| NİSAN | 28.HAFTA(13-19) | 3 SAAT | Fitness /9 | Making simple inquiries Can you ride a bicycle? —Yes, I can. —No, I can’t, but s/he can. What is your favorite exercise? What are your favorite sports? Which exercise/sports do you like? —Cycling. —I like jogging. Asking for clarification Sorry, can/could you repeat that, please? Making/accepting/refusing simple suggestions Let’s go hiking! —OK/That sounds great./That’s a good idea. How about jogging? —Sorry. I can’t now. I must study. —No. I am too tired. —Well, sorry but I must… Activity, camping, cycling (do) exercise, fitness, fishing Hiking, jogging, running Trekking, work out | Listening E5.8.L1. Students will be able to understand simple oral texts about sports activities. E5.8.L2. Students will be able to understand suggestions made for a limited number of activities. Speaking E5.8.S1. Students will be able to make suggestions for a limited number of activities. E5.8.S2. Students will be able to accept or refuse suggestions in a simple way. E5.8.S3. Students will be able to give simple personal information. E5.8.S4. Students will be able to ask for clarification by asking the speaker to repeat what has been said. Reading E5.8.R1. Students will be able to understand simple texts about sports activities. | Contexts Advertisements, Cartoons Conversations, Coupons Illustrations, Lists Menus, Postcards, Posters Rhymes, Stories, Tables, Videos Tasks/Activities Arts and Crafts Drama (Role Play, Simulation, Pantomime) Games Information transfer Matching Reordering Questions and Answers Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. |  |
| NİSAN | 29.HAFTA(20-26) | 3 SAAT | Fitness /10 | Making simple inquiries Can you ride a bicycle? —Yes, I can. —No, I can’t, but s/he can. What is your favorite exercise? What are your favorite sports? Which exercise/sports do you like? —Cycling. —I like jogging. Asking for clarification Sorry, can/could you repeat that, please? Making/accepting/refusing simple suggestions Let’s go hiking! —OK/That sounds great./That’s a good idea. How about jogging? —Sorry. I can’t now. I must study. —No. I am too tired. —Well, sorry but I must… Activity, camping, cycling (do) exercise, fitness, fishing Hiking, jogging, running Trekking, work out | Listening E5.8.L1. Students will be able to understand simple oral texts about sports activities. E5.8.L2. Students will be able to understand suggestions made for a limited number of activities. Speaking E5.8.S1. Students will be able to make suggestions for a limited number of activities. E5.8.S2. Students will be able to accept or refuse suggestions in a simple way. E5.8.S3. Students will be able to give simple personal information. E5.8.S4. Students will be able to ask for clarification by asking the speaker to repeat what has been said. Reading E5.8.R1. Students will be able to understand simple texts about sports activities. | Contexts Advertisements, Cartoons Conversations, Coupons Illustrations, Lists Menus, Postcards, Posters Rhymes, Stories, Tables, Videos Tasks/Activities Arts and Crafts Drama (Role Play, Simulation, Pantomime) Games Information transfer Matching Reordering Questions and Answers Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** |
| NİSAN-MAYIS | 30.HAFTA(27-03) | 3 SAAT | 9 The Animal Shelter | Asking for permission (Making simple inquiries) Can we adopt/get an animal? Can I feed the birds? —Of course you can. —That’s not a good idea. —Not right now. Describing what people/animals are doing now What is/are ...doing? —The cat is climbing the tree. —The boy is feeding the birds. —The vet is examining the rabbit. —The puppies are playing. adopt/get an animal bark claw, -s examine feed help kitten, -s puppy, -ies save sleep tail, -s vet (veterinary) now/right now/at the moment | Listening E5.9.L1. Students will be able to understand descriptions of what people/animals are doing at the moment. Speaking E5.9.S1. Students will be able to talk about what people/animals are doing at the moment. E5.9.S2. Students will be able to ask for permission. E5.9.S3. Students will be able to use simple utterances to describe what other people are doing at the moment. Reading E5.9.R1. Students will be able to understand short and simple texts about what people/animals are doing at the moment. | Contexts Advertisements, Captions,Cartoons Charts, Conversations Fabl, Illustrations Notes and Messages, Posters Stories, Videos Tasks/Activities Chants and Songs Drama(Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Storytelling True/False/No Information Assignments • Students mime animals in front of the classroom,and the rest guess the actions performed by thestudents. • Students prepare posters about how to help animals in their neigborhoods. | **1 Mayıs İşçi Bayramı** |
| MAYIS | 31.HAFTA(04-10) | 3 SAAT | 9 The Animal Shelter | Asking for permission (Making simple inquiries) Can we adopt/get an animal? Can I feed the birds? —Of course you can. —That’s not a good idea. —Not right now. Describing what people/animals are doing now What is/are ...doing? —The cat is climbing the tree. —The boy is feeding the birds. —The vet is examining the rabbit. —The puppies are playing. adopt/get an animal bark claw, -s examine feed help kitten, -s puppy, -ies save sleep tail, -s vet (veterinary) now/right now/at the moment | Listening E5.9.L1. Students will be able to understand descriptions of what people/animals are doing at the moment. Speaking E5.9.S1. Students will be able to talk about what people/animals are doing at the moment. E5.9.S2. Students will be able to ask for permission. E5.9.S3. Students will be able to use simple utterances to describe what other people are doing at the moment. Reading E5.9.R1. Students will be able to understand short and simple texts about what people/animals are doing at the moment. | Contexts Advertisements, Captions,Cartoons Charts, Conversations Fabl, Illustrations Notes and Messages, Posters Stories, Videos Tasks/Activities Chants and Songs Drama(Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Storytelling True/False/No Information Assignments • Students mime animals in front of the classroom,and the rest guess the actions performed by thestudents. • Students prepare posters about how to help animals in their neigborhoods. |  |
| MAYIS | 32.HAFTA(11-17) | 3 SAAT | 9 The Animal Shelter | Asking for permission (Making simple inquiries) Can we adopt/get an animal? Can I feed the birds? —Of course you can. —That’s not a good idea. —Not right now. Describing what people/animals are doing now What is/are ...doing? —The cat is climbing the tree. —The boy is feeding the birds. —The vet is examining the rabbit. —The puppies are playing. adopt/get an animal bark claw, -s examine feed help kitten, -s puppy, -ies save sleep tail, -s vet (veterinary) now/right now/at the moment | Listening E5.9.L1. Students will be able to understand descriptions of what people/animals are doing at the moment. Speaking E5.9.S1. Students will be able to talk about what people/animals are doing at the moment. E5.9.S2. Students will be able to ask for permission. E5.9.S3. Students will be able to use simple utterances to describe what other people are doing at the moment. Reading E5.9.R1. Students will be able to understand short and simple texts about what people/animals are doing at the moment. | Contexts Advertisements, Captions,Cartoons Charts, Conversations Fabl, Illustrations Notes and Messages, Posters Stories, Videos Tasks/Activities Chants and Songs Drama(Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Storytelling True/False/No Information Assignments • Students mime animals in front of the classroom,and the rest guess the actions performed by thestudents. • Students prepare posters about how to help animals in their neigborhoods. |  |
| MAYIS | 33.HAFTA(18-24) | 3 SAAT | 10 Festivals | Describing general events and repeated actions (Making simple inquiries) How does Ayşe celebrate Ramadan? —She visits her relatives. Children dance and sing on Children’s Day in Turkey. Chinese wear colorful clothes in Chinese New Year. Naming numbers numbers 100, 200, …, 1000 Children’s Day Chinese New Year Eid Ramadan Independence Day | Listening E5.10.L1. Students will be able to understand simple texts about festivals around the world. Speaking E5.10.S1. Students will be able to describe the events in a festival in a simple way. Reading E5.10.R1. Students will be able to understand visually supported short texts about festivals around the world. | Contexts Advertisements, Cartoons, Charts Conversations, Illustrations Lists, Menus, Notices, Postcards Posters, Songs ,Tables, Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • In groups, students work to prepare a poster on one of these festivals. Then they present their poster to their peers. | **19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı** |
| MAYIS | 34.HAFTA(25-31) | 3 SAAT | 10 Festivals | Describing general events and repeated actions (Making simple inquiries) How does Ayşe celebrate Ramadan? —She visits her relatives. Children dance and sing on Children’s Day in Turkey. Chinese wear colorful clothes in Chinese New Year. Naming numbers numbers 100, 200, …, 1000 Children’s Day Chinese New Year Eid Ramadan Independence Day | Listening E5.10.L1. Students will be able to understand simple texts about festivals around the world. Speaking E5.10.S1. Students will be able to describe the events in a festival in a simple way. Reading E5.10.R1. Students will be able to understand visually supported short texts about festivals around the world. | Contexts Advertisements, Cartoons, Charts Conversations, Illustrations Lists, Menus, Notices, Postcards Posters, Songs ,Tables, Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • In groups, students work to prepare a poster on one of these festivals. Then they present their poster to their peers. |  |
| HAZİRAN | 35.HAFTA(01-07) | 3 SAAT | 10 Festivals | Describing general events and repeated actions (Making simple inquiries) How does Ayşe celebrate Ramadan? —She visits her relatives. Children dance and sing on Children’s Day in Turkey. Chinese wear colorful clothes in Chinese New Year. Naming numbers numbers 100, 200, …, 1000 Children’s Day Chinese New Year Eid Ramadan Independence Day | Listening E5.10.L1. Students will be able to understand simple texts about festivals around the world. Speaking E5.10.S1. Students will be able to describe the events in a festival in a simple way. Reading E5.10.R1. Students will be able to understand visually supported short texts about festivals around the world. | Contexts Advertisements, Cartoons, Charts Conversations, Illustrations Lists, Menus, Notices, Postcards Posters, Songs ,Tables, Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • In groups, students work to prepare a poster on one of these festivals. Then they present their poster to their peers. |  |
| HAZİRAN | 36.HAFTA(08-14) | 3 SAAT | 10 Festivals | Describing general events and repeated actions (Making simple inquiries) How does Ayşe celebrate Ramadan? —She visits her relatives. Children dance and sing on Children’s Day in Turkey. Chinese wear colorful clothes in Chinese New Year. Naming numbers numbers 100, 200, …, 1000 Children’s Day Chinese New Year Eid Ramadan Independence Day | Listening E5.10.L1. Students will be able to understand simple texts about festivals around the world. Speaking E5.10.S1. Students will be able to describe the events in a festival in a simple way. Reading E5.10.R1. Students will be able to understand visually supported short texts about festivals around the world. | Contexts Advertisements, Cartoons, Charts Conversations, Illustrations Lists, Menus, Notices, Postcards Posters, Songs ,Tables, Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • In groups, students work to prepare a poster on one of these festivals. Then they present their poster to their peers. |  |
| HAZİRAN | 37.HAFTA(15-21) | 3 SAAT | 10 Festivals | Describing general events and repeated actions (Making simple inquiries) How does Ayşe celebrate Ramadan? —She visits her relatives. Children dance and sing on Children’s Day in Turkey. Chinese wear colorful clothes in Chinese New Year. Naming numbers numbers 100, 200, …, 1000 Children’s Day Chinese New Year Eid Ramadan Independence Day | Listening E5.10.L1. Students will be able to understand simple texts about festivals around the world. Speaking E5.10.S1. Students will be able to describe the events in a festival in a simple way. Reading E5.10.R1. Students will be able to understand visually supported short texts about festivals around the world. | Contexts Advertisements, Cartoons, Charts Conversations, Illustrations Lists, Menus, Notices, Postcards Posters, Songs ,Tables, Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • In groups, students work to prepare a poster on one of these festivals. Then they present their poster to their peers. | **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 37 haftadır.**