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

| **AY** | **HAFTA** | **SAAT** | **THEME** | **FUNCTIONS** | **STUDY SKILLS** | **MATERIALS** | **DEĞERLENDİRME** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| EYLÜL | 1.HAFTA(09-15) | 2 SAAT | THEME 1 LIFE | Describing what people do regularly Making simple inquiries Telling the time, days and dates | • Students will be able to recognize phrases, words, and expressions related to actions people do regularly. • Students will be able to ask what other people do regularly and respond to questions about the actions they do regularly. • Students will be able to use a series of phrases and simple expressions to express their regular actions. • Students will be able to tell the time and days. • Students will be able to read short, simple texts such as personal narratives about what people do regularly. • Learners will be able to identify traditional dances from other countries. • Students will be able to say when they don’t understand and ask for clarification | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **2019-2020 Eğitim-Öğretim yılı başlangıcı** |
| EYLÜL | 2.HAFTA(16-22) | 2 SAAT | THEME 1 LIFE | Describing what people do regularly Making simple inquiries Telling the time, days and dates | • Students will be able to recognize phrases, words, and expressions related to actions people do regularly. • Students will be able to ask what other people do regularly and respond to questions about the actions they do regularly. • Students will be able to use a series of phrases and simple expressions to express their regular actions. • Students will be able to tell the time and days. • Students will be able to read short, simple texts such as personal narratives about what people do regularly. • Learners will be able to identify traditional dances from other countries. • Students will be able to say when they don’t understand and ask for clarification | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| EYLÜL | 3.HAFTA(23-29) | 2 SAAT | THEME 1 LIFE | Describing what people do regularly Making simple inquiries Telling the time, days and dates | • Students will be able to recognize phrases, words, and expressions related to actions people do regularly. • Students will be able to ask what other people do regularly and respond to questions about the actions they do regularly. • Students will be able to use a series of phrases and simple expressions to express their regular actions. • Students will be able to tell the time and days. • Students will be able to read short, simple texts such as personal narratives about what people do regularly. • Learners will be able to identify traditional dances from other countries. • Students will be able to say when they don’t understand and ask for clarification | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| EYLÜL-EKİM | 4.HAFTA(30-06) | 2 SAAT | THEME 1 LIFE | Describing what people do regularly Making simple inquiries Telling the time, days and dates | • Students will be able to recognize phrases, words, and expressions related to actions people do regularly. • Students will be able to ask what other people do regularly and respond to questions about the actions they do regularly. • Students will be able to use a series of phrases and simple expressions to express their regular actions. • Students will be able to tell the time and days. • Students will be able to read short, simple texts such as personal narratives about what people do regularly. • Learners will be able to identify traditional dances from other countries. • Students will be able to say when they don’t understand and ask for clarification | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| EKİM | 5.HAFTA(07-13) | 2 SAAT | THEME 2 Yummy Breakfast | Accepting and refusing Describing what people do regularly Expressing likes and dislikes Making simple inquiries Commemoration of Atatürk | • Students will be able to identify the names of different food items when listening to a conversation. • Students will be able to ask people about their food preferences at breakfast. • Students will be able to express their opinions about the food they like and don’t like. • Students will be able to understand short, simple, written texts about predictable, everyday matters such as food and personal opinions. • Students will be able to read the label of a food product. • Students will be able to indicate that they don’t understand using simple expressions. • Students will become familiar with breakfast habits of different cultures. • Students will become familiar with expressions used at the beginning or end of meals in different languages. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| EKİM | 6.HAFTA(14-20) | 2 SAAT | THEME 2 Yummy Breakfast | Accepting and refusing Describing what people do regularly Expressing likes and dislikes Making simple inquiries Commemoration of Atatürk | • Students will be able to identify the names of different food items when listening to a conversation. • Students will be able to ask people about their food preferences at breakfast. • Students will be able to express their opinions about the food they like and don’t like. • Students will be able to understand short, simple, written texts about predictable, everyday matters such as food and personal opinions. • Students will be able to read the label of a food product. • Students will be able to indicate that they don’t understand using simple expressions. • Students will become familiar with breakfast habits of different cultures. • Students will become familiar with expressions used at the beginning or end of meals in different languages. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| EKİM | 7.HAFTA(21-27) | 2 SAAT | THEME 2 Yummy Breakfast | Accepting and refusing Describing what people do regularly Expressing likes and dislikes Making simple inquiries Commemoration of Atatürk | • Students will be able to identify the names of different food items when listening to a conversation. • Students will be able to ask people about their food preferences at breakfast. • Students will be able to express their opinions about the food they like and don’t like. • Students will be able to understand short, simple, written texts about predictable, everyday matters such as food and personal opinions. • Students will be able to read the label of a food product. • Students will be able to indicate that they don’t understand using simple expressions. • Students will become familiar with breakfast habits of different cultures. • Students will become familiar with expressions used at the beginning or end of meals in different languages. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| EKİM-KASIM | 8.HAFTA(28-03) | 2 SAAT | THEME 2 Yummy BreakfastTHEME 2 Yummy Breakfast | Accepting and refusing Describing what people do regularly Expressing likes and dislikes Making simple inquiries Commemoration of AtatürkAccepting and refusing Describing what people do regularly Expressing likes and dislikes Making simple inquiries Commemoration of Atatürk | • Students will be able to identify the names of different food items when listening to a conversation. • Students will be able to ask people about their food preferences at breakfast. • Students will be able to express their opinions about the food they like and don’t like. • Students will be able to understand short, simple, written texts about predictable, everyday matters such as food and personal opinions. • Students will be able to read the label of a food product. • Students will be able to indicate that they don’t understand using simple expressions. • Students will become familiar with breakfast habits of different cultures. • Students will become familiar with expressions used at the beginning or end of meals in different languages.• Students will be able to identify the names of different food items when listening to a conversation. • Students will be able to ask people about their food preferences at breakfast. • Students will be able to express their opinions about the food they like and don’t like. • Students will be able to understand short, simple, written texts about predictable, everyday matters such as food and personal opinions. • Students will be able to read the label of a food product. • Students will be able to indicate that they don’t understand using simple expressions. • Students will become familiar with breakfast habits of different cultures. • Students will become familiar with expressions used at the beginning or end of meals in different languages. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aidsStudent’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **Cumhuriyet Bayramı** |
| KASIM | 9.HAFTA(04-10) | 2 SAAT | THEME 3 DOWNTOWN | Describing places Describing what people are doing now Making comparisons Making simple inquiries | • Students will be able to identify expressions and phrases related to present events. • Students will be able to pick up the expressions used while comparing things in a dialogue. • Students will be able to ask people questions about what they are doing at the moment. • Students will be able to ask people to compare things. • Students will be able to describe people doing different actions. • Students will be able to make comparisons between two things. • Students will be able to read visually supported, short, simple, written statements. • Students will be able to use mimes and gestures to explain a word. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **Kızılay Haftası** |
| KASIM | 10.HAFTA(11-17) | 2 SAAT | THEME 3 DOWNTOWN | Describing places Describing what people are doing now Making comparisons Making simple inquiries | • Students will be able to identify expressions and phrases related to present events. • Students will be able to pick up the expressions used while comparing things in a dialogue. • Students will be able to ask people questions about what they are doing at the moment. • Students will be able to ask people to compare things. • Students will be able to describe people doing different actions. • Students will be able to make comparisons between two things. • Students will be able to read visually supported, short, simple, written statements. • Students will be able to use mimes and gestures to explain a word. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| KASIM-ARALIK | 11.HAFTA(25-01) | 2 SAAT | THEME 3 DOWNTOWN | Describing places Describing what people are doing now Making comparisons Making simple inquiries | • Students will be able to identify expressions and phrases related to present events. • Students will be able to pick up the expressions used while comparing things in a dialogue. • Students will be able to ask people questions about what they are doing at the moment. • Students will be able to ask people to compare things. • Students will be able to describe people doing different actions. • Students will be able to make comparisons between two things. • Students will be able to read visually supported, short, simple, written statements. • Students will be able to use mimes and gestures to explain a word. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| ARALIK | 12.HAFTA(02-08) | 2 SAAT | THEME 3 DOWNTOWN | Describing places Describing what people are doing now Making comparisons Making simple inquiries | • Students will be able to identify expressions and phrases related to present events. • Students will be able to pick up the expressions used while comparing things in a dialogue. • Students will be able to ask people questions about what they are doing at the moment. • Students will be able to ask people to compare things. • Students will be able to describe people doing different actions. • Students will be able to make comparisons between two things. • Students will be able to read visually supported, short, simple, written statements. • Students will be able to use mimes and gestures to explain a word. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **Dünya Engelliler Günü** |
| ARALIK | 13.HAFTA(09-15) | 2 SAAT | THEME 4 Weather and Emotions | Describing places Describing the weather Expressing feelings Making simple inquiries | • Students will be able to pick up the essential information in short recorded passages about weather conditions. • Students will be able to ask people about the weather. • Students will be able to talk about and answer simple questions, initiate and respond to simple statements about everyday matters (i.e., weather and emotions). • Students will be able to understand short, simple written texts about predictable everyday matters such as emotions and weather. • Students will be able to say when they don’t understand and ask for repetition. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| ARALIK | 14.HAFTA(16-22) | 2 SAAT | THEME 4 Weather and Emotions | Describing places Describing the weather Expressing feelings Making simple inquiries | • Students will be able to pick up the essential information in short recorded passages about weather conditions. • Students will be able to ask people about the weather. • Students will be able to talk about and answer simple questions, initiate and respond to simple statements about everyday matters (i.e., weather and emotions). • Students will be able to understand short, simple written texts about predictable everyday matters such as emotions and weather. • Students will be able to say when they don’t understand and ask for repetition. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| ARALIK | 15.HAFTA(23-29) | 2 SAAT | THEME 4 Weather and Emotions | Describing places Describing the weather Expressing feelings Making simple inquiries | • Students will be able to pick up the essential information in short recorded passages about weather conditions. • Students will be able to ask people about the weather. • Students will be able to talk about and answer simple questions, initiate and respond to simple statements about everyday matters (i.e., weather and emotions). • Students will be able to understand short, simple written texts about predictable everyday matters such as emotions and weather. • Students will be able to say when they don’t understand and ask for repetition. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| ARALIK-OCAK | 16.HAFTA(30-05) | 2 SAAT | THEME 5 At the Fair | Describing places Expressing feelings Expressing likes and dislikes Making comparisons Stating personal opinions | • Students will be able to recognize the words related to the expression of emotions/feelings. • Students will be able to ask people and express their feelings and opinions about places and things. • Students will be able to use a series of phrases and simple expressions to express their feelings personal opinions about places and things. • Students will be able to read short information on a poster about a certain place. • Students will be able recognize phrases on signs encountered in everyday life. • Students will be able to say when they don’t understand. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **Yılbaşı Tatili** |
| OCAK | 17.HAFTA(06-12) | 2 SAAT | THEME 5 At the Fair | Describing places Expressing feelings Expressing likes and dislikes Making comparisons Stating personal opinions | • Students will be able to recognize the words related to the expression of emotions/feelings. • Students will be able to ask people and express their feelings and opinions about places and things. • Students will be able to use a series of phrases and simple expressions to express their feelings personal opinions about places and things. • Students will be able to read short information on a poster about a certain place. • Students will be able recognize phrases on signs encountered in everyday life. • Students will be able to say when they don’t understand. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| OCAK | 18.HAFTA(13-19) | 2 SAAT | THEME 5 At the Fair | Describing places Expressing feelings Expressing likes and dislikes Making comparisons Stating personal opinions | • Students will be able to recognize the words related to the expression of emotions/feelings. • Students will be able to ask people and express their feelings and opinions about places and things. • Students will be able to use a series of phrases and simple expressions to express their feelings personal opinions about places and things. • Students will be able to read short information on a poster about a certain place. • Students will be able recognize phrases on signs encountered in everyday life. • Students will be able to say when they don’t understand. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **Birinci Dönemin Sona Ermesi** |
| ŞUBAT | 19.HAFTA(03-09) | 2 SAAT | THEME 6 Occupations | Describing what people do regularly Expressing ability and inability Making simple inquiries Naming the days Telling the time, days and dates | • Students will be able to recognize familiar words and simple phrases concerning people’s occupations if spoken slowly and clearly. • Students will be able to recognize the of the week dates. • Students will be able to give dates and ask questions about people’s occupations. • Students will be able to use simple phrases and sentences to describe occupations. • Students will be able to give the date. • Students will be able to understand familiar words and very simple sentences about occupations. • Students will be able to use mime and gestures to explain a word | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **İkinci Yarıyıl Başlangıcı** |
| ŞUBAT | 20.HAFTA(10-16) | 2 SAAT | THEME 6 Occupations | Describing what people do regularly Expressing ability and inability Making simple inquiries Naming the days Telling the time, days and dates | • Students will be able to recognize familiar words and simple phrases concerning people’s occupations if spoken slowly and clearly. • Students will be able to recognize the of the week dates. • Students will be able to give dates and ask questions about people’s occupations. • Students will be able to use simple phrases and sentences to describe occupations. • Students will be able to give the date. • Students will be able to understand familiar words and very simple sentences about occupations. • Students will be able to use mime and gestures to explain a word | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| ŞUBAT | 21.HAFTA(17-23) | 2 SAAT | THEME 6 Occupations | Describing what people do regularly Expressing ability and inability Making simple inquiries Naming the days Telling the time, days and dates | • Students will be able to recognize familiar words and simple phrases concerning people’s occupations if spoken slowly and clearly. • Students will be able to recognize the of the week dates. • Students will be able to give dates and ask questions about people’s occupations. • Students will be able to use simple phrases and sentences to describe occupations. • Students will be able to give the date. • Students will be able to understand familiar words and very simple sentences about occupations. • Students will be able to use mime and gestures to explain a word | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| ŞUBAT-MART | 22.HAFTA(24-01) | 2 SAAT | THEME 7 HOLIDAYS | Making simple inquiries Stating personal opinions Talking about past events | • Students will be able to listen to and identify the holiday activities they hear. • Students will be able to ask and answer about what they did on their holidays. • Students will be able to tell what they and/or somebody else did on holiday. • Students will be able to describe past activities and personal experiences. • Students will be able to understand short, simple sentences and expressions related to past activities. • Students will be able to ask people to repeat when they don’t understand. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| MART | 23.HAFTA(02-08) | 2 SAAT | THEME 7 HOLIDAYS | Making simple inquiries Stating personal opinions Talking about past events | • Students will be able to listen to and identify the holiday activities they hear. • Students will be able to ask and answer about what they did on their holidays. • Students will be able to tell what they and/or somebody else did on holiday. • Students will be able to describe past activities and personal experiences. • Students will be able to understand short, simple sentences and expressions related to past activities. • Students will be able to ask people to repeat when they don’t understand. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| MART | 24.HAFTA(09-15) | 2 SAAT | THEME 7 HOLIDAYS | Making simple inquiries Stating personal opinions Talking about past events | • Students will be able to listen to and identify the holiday activities they hear. • Students will be able to ask and answer about what they did on their holidays. • Students will be able to tell what they and/or somebody else did on holiday. • Students will be able to describe past activities and personal experiences. • Students will be able to understand short, simple sentences and expressions related to past activities. • Students will be able to ask people to repeat when they don’t understand. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **İstiklâl Marşı’nın Kabulü ve Mehmet Akif Ersoy’u Anma Günü** |
| MART | 25.HAFTA(16-22) | 2 SAAT | THEME 7 HOLIDAYS | Making simple inquiries Stating personal opinions Talking about past events | • Students will be able to listen to and identify the holiday activities they hear. • Students will be able to ask and answer about what they did on their holidays. • Students will be able to tell what they and/or somebody else did on holiday. • Students will be able to describe past activities and personal experiences. • Students will be able to understand short, simple sentences and expressions related to past activities. • Students will be able to ask people to repeat when they don’t understand. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **Şehitler Günü** |
| MART | 26.HAFTA(23-29) | 2 SAAT | THEME 8 Bookworms | Describing what people are doing now Expressing quantity Making simple inquiries Talking about locations of things Talking about past events | • Students will be able to listen and locate objects. • Students will be able to get the main idea when people describe what people are doing at the moment. Students will be able to recognize numbers up to one million. • Students will be able to ask people about their location. • Students will be able to ask people what they are doing. • Students will be able to describe the locations of people and things. • Students will be able to use a series of phrases and simple sentences to describe present events. • Students will be able to recite numbers up to one million. • Students will be able to understand short, simple sentences and expressions about past activities. • Students will be able to ask for help. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| MART-NİSAN | 27.HAFTA(30-05) | 2 SAAT | THEME 8 Bookworms | Describing what people are doing now Expressing quantity Making simple inquiries Talking about locations of things Talking about past events | • Students will be able to listen and locate objects. • Students will be able to get the main idea when people describe what people are doing at the moment. Students will be able to recognize numbers up to one million. • Students will be able to ask people about their location. • Students will be able to ask people what they are doing. • Students will be able to describe the locations of people and things. • Students will be able to use a series of phrases and simple sentences to describe present events. • Students will be able to recite numbers up to one million. • Students will be able to understand short, simple sentences and expressions about past activities. • Students will be able to ask for help. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| NİSAN | 28.HAFTA(13-19) | 2 SAAT | THEME 8 Bookworms | Describing what people are doing now Expressing quantity Making simple inquiries Talking about locations of things Talking about past events | • Students will be able to listen and locate objects. • Students will be able to get the main idea when people describe what people are doing at the moment. Students will be able to recognize numbers up to one million. • Students will be able to ask people about their location. • Students will be able to ask people what they are doing. • Students will be able to describe the locations of people and things. • Students will be able to use a series of phrases and simple sentences to describe present events. • Students will be able to recite numbers up to one million. • Students will be able to understand short, simple sentences and expressions about past activities. • Students will be able to ask for help. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| NİSAN | 29.HAFTA(20-26) | 2 SAAT | THEME 8 Bookworms | Describing what people are doing now Expressing quantity Making simple inquiries Talking about locations of things Talking about past events | • Students will be able to listen and locate objects. • Students will be able to get the main idea when people describe what people are doing at the moment. Students will be able to recognize numbers up to one million. • Students will be able to ask people about their location. • Students will be able to ask people what they are doing. • Students will be able to describe the locations of people and things. • Students will be able to use a series of phrases and simple sentences to describe present events. • Students will be able to recite numbers up to one million. • Students will be able to understand short, simple sentences and expressions about past activities. • Students will be able to ask for help. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** |
| NİSAN-MAYIS | 30.HAFTA(27-03) | 2 SAAT | THEME 9 Saving the Planet | Describing what people are doing now Giving and responding to simple instructions Making simple inquiries Making simple suggestions Telling someone what to do | • Students will be able to identify appropriate behavior to save energy and to protect the environment. • Students will be able understand suggestions related to the protection of the environment when articulated in clear, slow, and repeated speech. • Students will be able to ask people questions about what they are doing and tell them what to do. • Students will be able to tell people what to do to protect the environment. • Students will be able to use simple phrases and sentences to tell people what to do. • Students will be able to recognize familiar words and very simple phrases on simple notices in the most common, everyday situations. • Students will be able to say when they do not understand. • Students will be able to use mime and gestures to explain a word or phrase. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **1 Mayıs İşçi Bayramı** |
| MAYIS | 31.HAFTA(04-10) | 2 SAAT | THEME 9 Saving the Planet | Describing what people are doing now Giving and responding to simple instructions Making simple inquiries Making simple suggestions Telling someone what to do | • Students will be able to identify appropriate behavior to save energy and to protect the environment. • Students will be able understand suggestions related to the protection of the environment when articulated in clear, slow, and repeated speech. • Students will be able to ask people questions about what they are doing and tell them what to do. • Students will be able to tell people what to do to protect the environment. • Students will be able to use simple phrases and sentences to tell people what to do. • Students will be able to recognize familiar words and very simple phrases on simple notices in the most common, everyday situations. • Students will be able to say when they do not understand. • Students will be able to use mime and gestures to explain a word or phrase. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| MAYIS | 32.HAFTA(11-17) | 2 SAAT | THEME 9 Saving the Planet | Describing what people are doing now Giving and responding to simple instructions Making simple inquiries Making simple suggestions Telling someone what to do | • Students will be able to identify appropriate behavior to save energy and to protect the environment. • Students will be able understand suggestions related to the protection of the environment when articulated in clear, slow, and repeated speech. • Students will be able to ask people questions about what they are doing and tell them what to do. • Students will be able to tell people what to do to protect the environment. • Students will be able to use simple phrases and sentences to tell people what to do. • Students will be able to recognize familiar words and very simple phrases on simple notices in the most common, everyday situations. • Students will be able to say when they do not understand. • Students will be able to use mime and gestures to explain a word or phrase. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| MAYIS | 33.HAFTA(18-24) | 2 SAAT | THEME 9 Saving the Planet | Describing what people are doing now Giving and responding to simple instructions Making simple inquiries Making simple suggestions Telling someone what to do | • Students will be able to identify appropriate behavior to save energy and to protect the environment. • Students will be able understand suggestions related to the protection of the environment when articulated in clear, slow, and repeated speech. • Students will be able to ask people questions about what they are doing and tell them what to do. • Students will be able to tell people what to do to protect the environment. • Students will be able to use simple phrases and sentences to tell people what to do. • Students will be able to recognize familiar words and very simple phrases on simple notices in the most common, everyday situations. • Students will be able to say when they do not understand. • Students will be able to use mime and gestures to explain a word or phrase. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı** |
| MAYIS | 34.HAFTA(25-31) | 2 SAAT | THEME 10 Democracy | Giving and responding to simple instructions Making simple inquiries Talking about past events Talking about what people do regularly | • Students will be able to recognize some key features related to the concept of democracy. • Students will be able to talk about what to do when selecting their classroom president. • Students will be able to give short descriptions of past and present events. • Students will be able to talk about and answer simple questions, initiate and respond to simple statements related to the concept of democracy (i.e., class elections). • Students will be able to recognize familiar words and very simple phrases related to the concept of democracy. • Students will be able to ask for repetition when they don’t understand. • Students will increase their awareness of the principles of democracy. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| HAZİRAN | 35.HAFTA(01-07) | 2 SAAT | THEME 10 Democracy | Giving and responding to simple instructions Making simple inquiries Talking about past events Talking about what people do regularly | • Students will be able to recognize some key features related to the concept of democracy. • Students will be able to talk about what to do when selecting their classroom president. • Students will be able to give short descriptions of past and present events. • Students will be able to talk about and answer simple questions, initiate and respond to simple statements related to the concept of democracy (i.e., class elections). • Students will be able to recognize familiar words and very simple phrases related to the concept of democracy. • Students will be able to ask for repetition when they don’t understand. • Students will increase their awareness of the principles of democracy. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| HAZİRAN | 36.HAFTA(08-14) | 2 SAAT | GENERAL REVISION | All Units | Ss will be able answer questions about the topics that they studied during the year | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| HAZİRAN | 37.HAFTA(15-21) | 2 SAAT | GENERAL REVISION | All Units | Ss will be able answer questions about the topics that they studied during the year | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **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.**