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

| **AY** | **HAFTA** | **SAAT** | **FUNCTIONS** | **TOPICS** | **LANGUAGE TASKS AND STUDY SKILLS/METHODS** | **MATERIALS** | **DEĞERLENDİRME** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| EYLÜL | 1.HAFTA(11-17) | 2 SAAT | Asking for permission Making simple requests Telling someone what to do Naming numbers | Unit 1: Classroom Rules | Listening • Students will be able to understand short and clear utterances about requests. • Students will be able to understand short and clear utterances about permission. • Students will be able to recognize simple classroom instructions. • Students will be able to recognize numbers from one to fifty Speaking • Students will be able to interact with their classmates through asking for and giving permission in short utterances. • Students will be able to make requests by using simple utterances. • Students will be able to give and respond to simple instructions verbally. • Students will be able to count to fifty. | Contexts Captions Cartoons Conversations Illustrations Instructions Lists Notes and Messages Posters Signs - Songs - Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Matching Questions and Answers Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students prepare simple puppets and practise how to ask for and give permission. • Students prepare a poster of classroom rules with a list of simple instructions and visuals. | **2023-2024 Eğitim-Öğretim yılı başlangıcı** |
| EYLÜL | 2.HAFTA(18-24) | 2 SAAT | Asking for permission Making simple requests Telling someone what to do Naming numbers | Unit 1: Classroom Rules | Listening • Students will be able to understand short and clear utterances about requests. • Students will be able to understand short and clear utterances about permission. • Students will be able to recognize simple classroom instructions. • Students will be able to recognize numbers from one to fifty Speaking • Students will be able to interact with their classmates through asking for and giving permission in short utterances. • Students will be able to make requests by using simple utterances. • Students will be able to give and respond to simple instructions verbally. • Students will be able to count to fifty. | Contexts Captions Cartoons Conversations Illustrations Instructions Lists Notes and Messages Posters Signs - Songs - Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Matching Questions and Answers Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students prepare simple puppets and practise how to ask for and give permission. • Students prepare a poster of classroom rules with a list of simple instructions and visuals. |  |
| EYLÜL-EKİM | 3.HAFTA(25-01) | 2 SAAT | Asking for permission Making simple requests Telling someone what to do Naming numbers | Unit 1: Classroom Rules | Listening • Students will be able to understand short and clear utterances about requests. • Students will be able to understand short and clear utterances about permission. • Students will be able to recognize simple classroom instructions. • Students will be able to recognize numbers from one to fifty Speaking • Students will be able to interact with their classmates through asking for and giving permission in short utterances. • Students will be able to make requests by using simple utterances. • Students will be able to give and respond to simple instructions verbally. • Students will be able to count to fifty. | Contexts Captions Cartoons Conversations Illustrations Instructions Lists Notes and Messages Posters Signs - Songs - Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Matching Questions and Answers Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students prepare simple puppets and practise how to ask for and give permission. • Students prepare a poster of classroom rules with a list of simple instructions and visuals. |  |
| EKİM | 4.HAFTA(02-08) | 2 SAAT | Identifying countries and nationalities Talking about locations of cities (Making simple inquiries) | Unit 2: Nationality | Listening • Students will be able to recognize information about other people • Students will be able to identify different people’s nationalities. Speaking • Students will be able to talk about nations and nationalities. • Students will be able to talk about locations of cities | Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Maps Postcards Posters Rhymes Songs Tables Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers Storytelling Assignments Students prepare finger puppets (of different nationalities) and practise short dialogues about countries and nationalities. |  |
| EKİM | 5.HAFTA(09-15) | 2 SAAT | Identifying countries and nationalities Talking about locations of cities (Making simple inquiries) | Unit 2: Nationality | Listening • Students will be able to recognize information about other people • Students will be able to identify different people’s nationalities. Speaking • Students will be able to talk about nations and nationalities. • Students will be able to talk about locations of cities | Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Maps Postcards Posters Rhymes Songs Tables Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers Storytelling Assignments Students prepare finger puppets (of different nationalities) and practise short dialogues about countries and nationalities. |  |
| EKİM | 6.HAFTA(16-22) | 2 SAAT | Identifying countries and nationalities Talking about locations of cities (Making simple inquiries) | Unit 2: Nationality | Listening • Students will be able to recognize information about other people • Students will be able to identify different people’s nationalities. Speaking • Students will be able to talk about nations and nationalities. • Students will be able to talk about locations of cities | Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Maps Postcards Posters Rhymes Songs Tables Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers Storytelling Assignments Students prepare finger puppets (of different nationalities) and practise short dialogues about countries and nationalities. |  |
| EKİM | 7.HAFTA(23-29) | 2 SAAT | Expressing ability and inability Talking about possessions (Making simple inquiries) | Unit 3: Cartoon Characters | Listening • Students will be able to get the main idea of a simple oral text about the abilities of the self and others. • Students will be able to recognize possessions of others in a clear, short and slow oral text. Speaking • Students will be able to talk about their own and others’ possessions. • Students will be able to deliver a simple, brief speech about abilities with an initial preparation. | Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Matching Making Puppets Questions and Answers Storytelling Assignments • Students keep expanding their visual dictionary by including new vocabulary items. •Students make puppets of heroes they prefer, describe their abilities and present them in groups. |  |
| EKİM-KASIM | 8.HAFTA(30-05) | 2 SAAT | Expressing ability and inability Talking about possessions (Making simple inquiries) | Unit 3: Cartoon Characters | Listening • Students will be able to get the main idea of a simple oral text about the abilities of the self and others. • Students will be able to recognize possessions of others in a clear, short and slow oral text. Speaking • Students will be able to talk about their own and others’ possessions. • Students will be able to deliver a simple, brief speech about abilities with an initial preparation. | Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Matching Making Puppets Questions and Answers Storytelling Assignments • Students keep expanding their visual dictionary by including new vocabulary items. •Students make puppets of heroes they prefer, describe their abilities and present them in groups. | **Kızılay Haftası** |
| KASIM | 9.HAFTA(06-12) | 2 SAAT | Expressing ability and inability Talking about possessions (Making simple inquiries) | Unit 3: Cartoon Characters | Listening • Students will be able to get the main idea of a simple oral text about the abilities of the self and others. • Students will be able to recognize possessions of others in a clear, short and slow oral text. Speaking • Students will be able to talk about their own and others’ possessions. • Students will be able to deliver a simple, brief speech about abilities with an initial preparation. | Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Matching Making Puppets Questions and Answers Storytelling Assignments • Students keep expanding their visual dictionary by including new vocabulary items. •Students make puppets of heroes they prefer, describe their abilities and present them in groups. | **Atatürk Haftası** |
| KASIM | 10.HAFTA(20-26) | 2 SAAT | Expressing ability and inability Talking about possessions (Making simple inquiries)Expressing ability and inability Talking about possessions (Making simple inquiries) | Unit 3: Cartoon CharactersUnit 3: Cartoon Characters | Listening • Students will be able to get the main idea of a simple oral text about the abilities of the self and others. • Students will be able to recognize possessions of others in a clear, short and slow oral text. Speaking • Students will be able to talk about their own and others’ possessions. • Students will be able to deliver a simple, brief speech about abilities with an initial preparation.Listening • Students will be able to get the main idea of a simple oral text about the abilities of the self and others. • Students will be able to recognize possessions of others in a clear, short and slow oral text. Speaking • Students will be able to talk about their own and others’ possessions. • Students will be able to deliver a simple, brief speech about abilities with an initial preparation. | Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Matching Making Puppets Questions and Answers Storytelling Assignments • Students keep expanding their visual dictionary by including new vocabulary items. •Students make puppets of heroes they prefer, describe their abilities and present them in groups.Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Matching Making Puppets Questions and Answers Storytelling Assignments • Students keep expanding their visual dictionary by including new vocabulary items. •Students make puppets of heroes they prefer, describe their abilities and present them in groups. | **Öğretmenler Günü** |
| KASIM-ARALIK | 11.HAFTA(27-03) | 2 SAAT | Expressing likes and dislikes Making simple inquiries Asking for clarification | Unit 4: Free Time | Listening • Students will be able to understand the general information in an oral text about likes and dislikes. Speaking • Students will be able to talk about their likes and dislikes. • Students will be able to engage in simple conversations about likes and dislikes. • Students will be able to ask for clarification in conversations. | Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppet Matching Questions and Answers Assignments Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a questionnaire (find someone who...) to find out what other peers like and dislike. • Students prepare a chart illustrating their most popular free-time activities and hobbies in the classroom. |  |
| ARALIK | 12.HAFTA(04-10) | 2 SAAT | Expressing likes and dislikes Making simple inquiries Asking for clarification | Unit 4: Free Time | Listening • Students will be able to understand the general information in an oral text about likes and dislikes. Speaking • Students will be able to talk about their likes and dislikes. • Students will be able to engage in simple conversations about likes and dislikes. • Students will be able to ask for clarification in conversations. | Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppet Matching Questions and Answers Assignments Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a questionnaire (find someone who...) to find out what other peers like and dislike. • Students prepare a chart illustrating their most popular free-time activities and hobbies in the classroom. |  |
| ARALIK | 13.HAFTA(11-17) | 2 SAAT | Expressing likes and dislikes Making simple inquiries Asking for clarification | Unit 4: Free Time | Listening • Students will be able to understand the general information in an oral text about likes and dislikes. Speaking • Students will be able to talk about their likes and dislikes. • Students will be able to engage in simple conversations about likes and dislikes. • Students will be able to ask for clarification in conversations. | Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppet Matching Questions and Answers Assignments Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a questionnaire (find someone who...) to find out what other peers like and dislike. • Students prepare a chart illustrating their most popular free-time activities and hobbies in the classroom. |  |
| ARALIK | 14.HAFTA(18-24) | 2 SAAT | Expressing likes and dislikes Making simple inquiries Asking for clarification | Unit 4: Free Time | Listening • Students will be able to understand the general information in an oral text about likes and dislikes. Speaking • Students will be able to talk about their likes and dislikes. • Students will be able to engage in simple conversations about likes and dislikes. • Students will be able to ask for clarification in conversations. | Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppet Matching Questions and Answers Assignments Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a questionnaire (find someone who...) to find out what other peers like and dislike. • Students prepare a chart illustrating their most popular free-time activities and hobbies in the classroom. |  |
| ARALIK | 15.HAFTA(25-31) | 2 SAAT | Talking about daily routines Making simple inquiries Telling the time and days | Unit 5: My Day | Listening • Students will be able to understand the general and specific information in a short, oral text about daily routines. • Students will be able to recognize the time in a short oral text. Speaking • Students will be able to talk about their daily routines. • Students will be able to talk about the time. | Contexts Advertisements -Captions -Cartoons Charts -Conversations -Fairy tales Illustrations -Lists -Notes and messages -Poems -Postcards Posters Probes/Realia -Rhymes -Songs Tables -Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Matching Questions and Answers Reordering - Storytelling Assignments • Students prepare a timetable showing what they do during the day and present their daily routines to their peers. • Students prepare a clock as a craft activity to practice time and numbers. |  |
| OCAK | 16.HAFTA(01-07) | 2 SAAT | Talking about daily routines Making simple inquiries Telling the time and days | Unit 5: My Day | Listening • Students will be able to understand the general and specific information in a short, oral text about daily routines. • Students will be able to recognize the time in a short oral text. Speaking • Students will be able to talk about their daily routines. • Students will be able to talk about the time. | Contexts Advertisements -Captions -Cartoons Charts -Conversations -Fairy tales Illustrations -Lists -Notes and messages -Poems -Postcards Posters Probes/Realia -Rhymes -Songs Tables -Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Matching Questions and Answers Reordering - Storytelling Assignments • Students prepare a timetable showing what they do during the day and present their daily routines to their peers. • Students prepare a clock as a craft activity to practice time and numbers. | **Yılbaşı Tatili** |
| OCAK | 17.HAFTA(08-14) | 2 SAAT | Talking about daily routines Making simple inquiries Telling the time and days | Unit 5: My Day | Listening • Students will be able to understand the general and specific information in a short, oral text about daily routines. • Students will be able to recognize the time in a short oral text. Speaking • Students will be able to talk about their daily routines. • Students will be able to talk about the time. | Contexts Advertisements -Captions -Cartoons Charts -Conversations -Fairy tales Illustrations -Lists -Notes and messages -Poems -Postcards Posters Probes/Realia -Rhymes -Songs Tables -Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Matching Questions and Answers Reordering - Storytelling Assignments • Students prepare a timetable showing what they do during the day and present their daily routines to their peers. • Students prepare a clock as a craft activity to practice time and numbers. |  |
| OCAK | 18.HAFTA(15-21) | 2 SAAT | Revision of the FIRST TERM | Revision of the FIRST TERM | Revision of the FIRST TERM | Revision of the FIRST TERM | **Birinci Dönemin Sona Ermesi** |
| ŞUBAT | 19.HAFTA(05-11) | 2 SAAT | Giving and responding to simple instructions Making simple inquiries Talking about locations | Unit 6: Fun with Science | Listening • Students will be able to understand and follow simple instructions. • Students will be able to recognize phrases/descriptions about locations. Speaking • Students will be able to give short, basic instructions. • Students will be able to talk about locations of objects. • Students will be able to ask and answer simple clarification questions. | Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Poems Posters Probes/Realia Rhymes Songs Tables Video Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers Reordering Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster illustrating the steps of an experiment with simple instructions. | **İkinci Yarıyıl Başlangıcı** |
| ŞUBAT | 20.HAFTA(12-18) | 2 SAAT | Giving and responding to simple instructions Making simple inquiries Talking about locations | Unit 6: Fun with Science | Listening • Students will be able to understand and follow simple instructions. • Students will be able to recognize phrases/descriptions about locations. Speaking • Students will be able to give short, basic instructions. • Students will be able to talk about locations of objects. • Students will be able to ask and answer simple clarification questions. | Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Poems Posters Probes/Realia Rhymes Songs Tables Video Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers Reordering Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster illustrating the steps of an experiment with simple instructions. |  |
| ŞUBAT | 21.HAFTA(19-25) | 2 SAAT | Giving and responding to simple instructions Making simple inquiries Talking about locations | Unit 6: Fun with Science | Listening • Students will be able to understand and follow simple instructions. • Students will be able to recognize phrases/descriptions about locations. Speaking • Students will be able to give short, basic instructions. • Students will be able to talk about locations of objects. • Students will be able to ask and answer simple clarification questions. | Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Poems Posters Probes/Realia Rhymes Songs Tables Video Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers Reordering Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster illustrating the steps of an experiment with simple instructions. |  |
| ŞUBAT-MART | 22.HAFTA(26-03) | 2 SAAT | Describing what people do and expressing what people like Making inquiries | Unit 7: Jobs | Listening • Students will be able to identify other people’s jobs and likes in a short, simple oral text. Speaking • Students will be able to talk about other people’s jobs and likes in simple conversations. | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Podcasts Posters Probes/Realia Rhymes Songs - Stories - Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers Storytelling Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about people’s jobs and where they work. • Students prepare a poster (with photos and drawings) about their parents and their jobs. |  |
| MART | 23.HAFTA(04-10) | 2 SAAT | Describing what people do and expressing what people like Making inquiries | Unit 7: Jobs | Listening • Students will be able to identify other people’s jobs and likes in a short, simple oral text. Speaking • Students will be able to talk about other people’s jobs and likes in simple conversations. | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Podcasts Posters Probes/Realia Rhymes Songs - Stories - Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers Storytelling Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about people’s jobs and where they work. • Students prepare a poster (with photos and drawings) about their parents and their jobs. |  |
| MART | 24.HAFTA(11-17) | 2 SAAT | Describing what people do and expressing what people like Making inquiries | Unit 7: Jobs | Listening • Students will be able to identify other people’s jobs and likes in a short, simple oral text. Speaking • Students will be able to talk about other people’s jobs and likes in simple conversations. | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Podcasts Posters Probes/Realia Rhymes Songs - Stories - Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers Storytelling Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about people’s jobs and where they work. • Students prepare a poster (with photos and drawings) about their parents and their jobs. | **İstiklâl Marşı’nın Kabulü ve Mehmet Akif Ersoy’u Anma Günü** |
| MART | 25.HAFTA(18-24) | 2 SAAT | Describing what people do and expressing what people like Making inquiries | Unit 7: Jobs | Listening • Students will be able to identify other people’s jobs and likes in a short, simple oral text. Speaking • Students will be able to talk about other people’s jobs and likes in simple conversations. | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Podcasts Posters Probes/Realia Rhymes Songs - Stories - Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers Storytelling Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about people’s jobs and where they work. • Students prepare a poster (with photos and drawings) about their parents and their jobs. | **Şehitler Günü** |
| MART | 26.HAFTA(25-31) | 2 SAAT | Describing the weather (Expressing basic needs) Making simple requests Naming the seasons of the year | Unit 8: My Clothes | Listening • Students will be able to understand short oral texts about weather conditions and clothing. • Students will be able to recognize the names of the seasons and clothes in short oral texts. Speaking • Students will be able to describe the weather conditions. • Students will be able to name the seasons. • Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations. • Students will be able to make simple request about borrowing. | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations- Lists Notes and Messages Poems - Postcards - Posters Rhymes - Signs - Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers Reordering Storytelling Assignments • Students prepare a seasonal weather chart/ table and classify the clothes they wear under the corresponding seasons. • Students make puppets with seasonal clothes and describe them to the peers. |  |
| NİSAN | 27.HAFTA(01-07) | 2 SAAT | Describing the weather (Expressing basic needs) Making simple requests Naming the seasons of the year | Unit 8: My Clothes | Listening • Students will be able to understand short oral texts about weather conditions and clothing. • Students will be able to recognize the names of the seasons and clothes in short oral texts. Speaking • Students will be able to describe the weather conditions. • Students will be able to name the seasons. • Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations. • Students will be able to make simple request about borrowing. | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations- Lists Notes and Messages Poems - Postcards - Posters Rhymes - Signs - Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers Reordering Storytelling Assignments • Students prepare a seasonal weather chart/ table and classify the clothes they wear under the corresponding seasons. • Students make puppets with seasonal clothes and describe them to the peers. |  |
| NİSAN | 28.HAFTA(15-21) | 2 SAAT | Describing the weather (Expressing basic needs) Making simple requests Naming the seasons of the year | Unit 8: My Clothes | Listening • Students will be able to understand short oral texts about weather conditions and clothing. • Students will be able to recognize the names of the seasons and clothes in short oral texts. Speaking • Students will be able to describe the weather conditions. • Students will be able to name the seasons. • Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations. • Students will be able to make simple request about borrowing. | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations- Lists Notes and Messages Poems - Postcards - Posters Rhymes - Signs - Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers Reordering Storytelling Assignments • Students prepare a seasonal weather chart/ table and classify the clothes they wear under the corresponding seasons. • Students make puppets with seasonal clothes and describe them to the peers. |  |
| NİSAN | 29.HAFTA(22-28) | 2 SAAT | Describing people (Making simple inquiries) Talking about possessions | Unit 9: My Friends | Listening • Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). • Students will be able to understand short, oral texts about possessions. Speaking • Students will be able to describe their friends and other people (family members, teachers, etc.). • Students will be able to ask and answer questions about other people’s physical characteristics. • Students will be able to talk about possessions. | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists - Poems Posters Probes/Realia Rhymes - Songs - Stories Tables -Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Labeling Making Puppets Matching Questions and Answers Storytelling Synonyms and Antonyms Assignments • Students prepare a poster about a friend or a family member and describe him/her by using simple phrases. • Students work in pairs. One student describes his/her favorite actor/singer (e.g., Her/his hair is curly. S/he is tall and thin.) and the other student draws a picture based on the description. | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** |
| NİSAN-MAYIS | 30.HAFTA(29-05) | 2 SAAT | Describing people (Making simple inquiries) Talking about possessions | Unit 9: My Friends | Listening • Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). • Students will be able to understand short, oral texts about possessions. Speaking • Students will be able to describe their friends and other people (family members, teachers, etc.). • Students will be able to ask and answer questions about other people’s physical characteristics. • Students will be able to talk about possessions. | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists - Poems Posters Probes/Realia Rhymes - Songs - Stories Tables -Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Labeling Making Puppets Matching Questions and Answers Storytelling Synonyms and Antonyms Assignments • Students prepare a poster about a friend or a family member and describe him/her by using simple phrases. • Students work in pairs. One student describes his/her favorite actor/singer (e.g., Her/his hair is curly. S/he is tall and thin.) and the other student draws a picture based on the description. | **1 Mayıs İşçi Bayramı** |
| MAYIS | 31.HAFTA(06-12) | 2 SAAT | Describing people (Making simple inquiries) Talking about possessions | Unit 9: My Friends | Listening • Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). • Students will be able to understand short, oral texts about possessions. Speaking • Students will be able to describe their friends and other people (family members, teachers, etc.). • Students will be able to ask and answer questions about other people’s physical characteristics. • Students will be able to talk about possessions. | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists - Poems Posters Probes/Realia Rhymes - Songs - Stories Tables -Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Labeling Making Puppets Matching Questions and Answers Storytelling Synonyms and Antonyms Assignments • Students prepare a poster about a friend or a family member and describe him/her by using simple phrases. • Students work in pairs. One student describes his/her favorite actor/singer (e.g., Her/his hair is curly. S/he is tall and thin.) and the other student draws a picture based on the description. |  |
| MAYIS | 32.HAFTA(13-19) | 2 SAAT | Describing people (Making simple inquiries) Talking about possessions | Unit 9: My Friends | Listening • Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). • Students will be able to understand short, oral texts about possessions. Speaking • Students will be able to describe their friends and other people (family members, teachers, etc.). • Students will be able to ask and answer questions about other people’s physical characteristics. • Students will be able to talk about possessions. | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists - Poems Posters Probes/Realia Rhymes - Songs - Stories Tables -Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Labeling Making Puppets Matching Questions and Answers Storytelling Synonyms and Antonyms Assignments • Students prepare a poster about a friend or a family member and describe him/her by using simple phrases. • Students work in pairs. One student describes his/her favorite actor/singer (e.g., Her/his hair is curly. S/he is tall and thin.) and the other student draws a picture based on the description. |  |
| MAYIS | 33.HAFTA(20-26) | 2 SAAT | Making offers Expressing basic needs and feelings (Making simple inquiries) | Unit 10: Food and Drinks | Listening • Students will be able to recognize simple words and phrases about food and drinks. • Students will be able to understand the offers about their basic needs. • Students will be able to identify others’ needs and feelings in simple oral texts. Speaking • Students will be able to talk about their basic needs and feelings. • Students will be able to express their feelings and their needs. | 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 Matching Questions and Answers Storytelling Assignments • Students complete and reflect on their visual dictionaries. • Students design a menu for an imaginary restaurant by using drawings and visuals. |  |
| MAYIS-HAZİRAN | 34.HAFTA(27-02) | 2 SAAT | Making offers Expressing basic needs and feelings (Making simple inquiries) | Unit 10: Food and Drinks | Listening • Students will be able to recognize simple words and phrases about food and drinks. • Students will be able to understand the offers about their basic needs. • Students will be able to identify others’ needs and feelings in simple oral texts. Speaking • Students will be able to talk about their basic needs and feelings. • Students will be able to express their feelings and their needs. | 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 Matching Questions and Answers Storytelling Assignments • Students complete and reflect on their visual dictionaries. • Students design a menu for an imaginary restaurant by using drawings and visuals. |  |
| HAZİRAN | 35.HAFTA(03-09) | 2 SAAT | Making offers Expressing basic needs and feelings (Making simple inquiries) | Unit 10: Food and Drinks | Listening • Students will be able to recognize simple words and phrases about food and drinks. • Students will be able to understand the offers about their basic needs. • Students will be able to identify others’ needs and feelings in simple oral texts. Speaking • Students will be able to talk about their basic needs and feelings. • Students will be able to express their feelings and their needs. | 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 Matching Questions and Answers Storytelling Assignments • Students complete and reflect on their visual dictionaries. • Students design a menu for an imaginary restaurant by using drawings and visuals. |  |
| HAZİRAN | 36.HAFTA(10-16) | 2 SAAT | Consolidation | Consolidation | Consolidation | Consolidation | **Ders Yılının Sona ermesi** |

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