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

| **AY** | **HAFTA** | **SAAT** | **UNIT/THEME** | **FUNCTIONS & USEFUL LANGUAGE** | **LANGUAGE SKILLS** | **LEARNING OUTCOMES** | **TESTING & EVALUATION** | **SUGGESTED CONTEXTS, TASKS & ASSIGNMENTS** | **DEĞERLENDİRME** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| EYLÜL | 1.HAFTA(09-15) | 3 SAAT | 1 Hello! | Greeting and meeting people Nice/Glad to meet you. Nice meeting you. Me, too. My pleasure. 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… 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 Speaking Reading | E5.1.L1. Students will be able to understand simple personal information. 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. E5.1.R1. Students will be able to read and understand picture stories, conversations and cartoons about personal information. E5.1.R2. Students will be able to read and understand timetable for their lessons. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. | Contexts Advertisements 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. | **2024-2025 Eğitim-Öğretim yılı başlangıcı** |
| EYLÜL | 2.HAFTA(16-22) | 3 SAAT | 1 Hello! | Greeting and meeting people Nice/Glad to meet you. Nice meeting you. Me, too. My pleasure. 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… 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 Speaking Reading | E5.1.L1. Students will be able to understand simple personal information. 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. E5.1.R1. Students will be able to read and understand picture stories, conversations and cartoons about personal information. E5.1.R2. Students will be able to read and understand timetable for their lessons. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  |  |
| EYLÜL | 3.HAFTA(23-29) | 3 SAAT | 1 Hello! | Greeting and meeting people Nice/Glad to meet you. Nice meeting you. Me, too. My pleasure. 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… 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 Speaking Reading | E5.1.L1. Students will be able to understand simple personal information. 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. E5.1.R1. Students will be able to read and understand picture stories, conversations and cartoons about personal information. E5.1.R2. Students will be able to read and understand timetable for their lessons. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  |  |
| EKİM | 4.HAFTA(30-06) | 3 SAAT | 1 Hello! | Greeting and meeting people Nice/Glad to meet you. Nice meeting you. Me, too. My pleasure. 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… 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 Speaking Reading | E5.1.L1. Students will be able to understand simple personal information. 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. E5.1.R1. Students will be able to read and understand picture stories, conversations and cartoons about personal information. E5.1.R2. Students will be able to read and understand timetable for their lessons. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  |  |
| 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 bookshop ...the toyshop ...the bakery ...the pool ...the cinema/theater/museum between ... between ... ...the shop and the bus stop | Listening Speaking Reading | 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. 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. E5.2.R1. Students will be able to understand information about important places. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. | Contexts Advertisements 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 bookshop ...the toyshop ...the bakery ...the pool ...the cinema/theater/museum between ... between ... ...the shop and the bus stop | Listening Speaking Reading | 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. 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. E5.2.R1. Students will be able to understand information about important places. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  |  |
| 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 bookshop ...the toyshop ...the bakery ...the pool ...the cinema/theater/museum between ... between ... ...the shop and the bus stop | Listening Speaking Reading | 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. 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. E5.2.R1. Students will be able to understand information about important places. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  |  |
| EKİM-KASIM | 8.HAFTA(28-03) | 3 SAAT | CENTRAL EXAMINATION SYSTEMCENTRAL EXAMINATION SYSTEM |  | CENTRAL EXAMINATION SYSTEMCENTRAL EXAMINATION SYSTEM |  | 1,yazılı1,yazılı |  | **Cumhuriyet Bayramı** |
| KASIM | 9.HAFTA(04-10) | 3 SAAT | 3 Games and Hobbies3 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 winDescribing 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 | Listening Speaking ReadingListening Speaking Reading | E5.3.L1. Students will be able to understand simple, oral texts about hobbies, likes/dislikes and abilities. 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. E5.3.R1. Students will be able to follow a simple story with visual aids.E5.3.L1. Students will be able to understand simple, oral texts about hobbies, likes/dislikes and abilities. 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. E5.3.R1. Students will be able to follow a simple story with visual aids. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers.Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. | 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/ games.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/ games. | **Atatürk Haftası** |
| KASIM | 10.HAFTA(18-24) | 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 | Listening Speaking Reading | E5.3.L1. Students will be able to understand simple, oral texts about hobbies, likes/dislikes and abilities. 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. E5.3.R1. Students will be able to follow a simple story with visual aids. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  | **Dünya Çocuk Hakları Günü** |
| KASIM-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 | Listening Speaking Reading | E5.3.L1. Students will be able to understand simple, oral texts about hobbies, likes/dislikes and abilities. 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. E5.3.R1. Students will be able to follow a simple story with visual aids. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. | Contexts Advertisements 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/ games. |  |
| 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 at school? —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 Speaking Reading | 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. 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. E5.4.R1. Students will be able to understand short and simple written texts about daily routines. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  | **Dünya Engelliler Günü** |
| ARALIK | 13.HAFTA(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 at school? —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 Speaking Reading | 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. 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. E5.4.R1. Students will be able to understand short and simple written texts about daily routines. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. | Contexts Advertisements 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 present it in the classroom. |  |
| 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 at school? —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 Speaking Reading | 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. 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. E5.4.R1. Students will be able to understand short and simple written texts about daily routines. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  |  |
| ARALIK | 15.HAFTA(23-29) | 3 SAAT | CENTRAL EXAMINATION SYSTEM |  | CENTRAL EXAMINATION SYSTEM |  | 2.yazılı |  |  |
| 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 Speaking Reading | 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. 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. E5.5.R1. Students will be able to understand short and simple texts about illnesses, needs and feelings. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  | **Yılbaşı Tatili** |
| OCAK | 17.HAFTA(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 Speaking Reading | 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. 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. E5.5.R1. Students will be able to understand short and simple texts about illnesses, needs and feelings. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. | Contexts Advertisements 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 Speaking Reading | 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. 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. E5.5.R1. Students will be able to understand short and simple texts about illnesses, needs and feelings. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  | **Birinci Dönemin Sona Ermesi** |
| ŞUBAT | 19.HAFTA(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 Speaking Reading | E5.6.L1. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types. 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. E5.6.R1. Students will be able to understand phrases and simple sentences on posters and advertisements about movies and movie characters. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  | **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 Speaking Reading | E5.6.L1. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types. 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. E5.6.R1. Students will be able to understand phrases and simple sentences on posters and advertisements about movies and movie characters. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  |  |
| 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 Speaking Reading | E5.6.L1. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types. 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. E5.6.R1. Students will be able to understand phrases and simple sentences on posters and advertisements about movies and movie characters. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. | Contexts Advertisements Cartoons 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(24-02) | 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 have/throw a party candle, -s delicious exciting months of the year present, -s/gift, -s | Listening Speaking Reading | E5.7.L1. Students will be able to understand simple requests for permission and their responses. 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. E5.7.R1. Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  |  |
| MART | 23.HAFTA(03-09) | 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 have/throw a party candle, -s delicious exciting months of the year present, -s/gift, -s | Listening Speaking Reading | E5.7.L1. Students will be able to understand simple requests for permission and their responses. 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. E5.7.R1. Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  |  |
| MART | 24.HAFTA(10-16) | 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 have/throw a party candle, -s delicious exciting months of the year present, -s/gift, -s | Listening Speaking Reading | E5.7.L1. Students will be able to understand simple requests for permission and their responses. 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. E5.7.R1. Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. | Contexts Advertisements Cartoons 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(17-23) | 3 SAAT | 8 Fitness | 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 Speaking | 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. E5.8.S1. Students will be able to make suggestions for a limited number of activities. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. |  | **Şehitler Günü** |
| MART | 26.HAFTA(24-30) | 3 SAAT | CENTRAL EXAMINATION SYSTEM |  | CENTRAL EXAMINATION SYSTEM |  | 1,yazılı |  |  |
| NİSAN | 27.HAFTA(07-13) | 3 SAAT | 8 Fitness | 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 | Speaking Reading | 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. E5.8.R1. Students will be able to understand simple texts about sports activities. | Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. | Contexts Advertisements Cartoons 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(14-20) | 3 SAAT | 8 Fitness | 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 | Speaking Reading | 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. E5.8.R1. Students will be able to understand simple texts about sports activities. | Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  |  |
| NİSAN | 29.HAFTA(21-27) | 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 Speaking Reading | E5.9.L1. Students will be able to understand descriptions of what people/animals are doing at the moment. 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. E5.9.R1. Students will be able to understand short and simple texts about what people/animals are doing at the moment. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. | Contexts Advertisements Cartoons 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(28-04) | 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 Speaking Reading | E5.9.L1. Students will be able to understand descriptions of what people/animals are doing at the moment. 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. E5.9.R1. Students will be able to understand short and simple texts about what people/animals are doing at the moment. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  | **1 Mayıs İşçi Bayramı** |
| MAYIS | 31.HAFTA(05-11) | 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 Speaking Reading | E5.9.L1. Students will be able to understand descriptions of what people/animals are doing at the moment. 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. E5.9.R1. Students will be able to understand short and simple texts about what people/animals are doing at the moment. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. | Contexts Advertisements Cartoons 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. |  |
| MAYIS | 32.HAFTA(12-18) | 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 Speaking | E5.10.L1. Students will be able to understand simple texts about festivals around the world. E5.10.L2. Students will be able to identify numbers from 100 to 1000. E5.10.S1. Students will be able to describe the events in a festival in a simple way. E5.10.S2. Students will be able to tell numbers from 100 to 1000. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. | Contexts Advertisements 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 the students. • Students prepare posters about how to help animals in their neigborhoods. |  |
| MAYIS | 33.HAFTA(19-25) | 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 Speaking | E5.10.L1. Students will be able to understand simple texts about festivals around the world. E5.10.L2. Students will be able to identify numbers from 100 to 1000. E5.10.S1. Students will be able to describe the events in a festival in a simple way. E5.10.S2. Students will be able to tell numbers from 100 to 1000. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. |  | **19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı** |
| MAYIS-HAZİRAN | 34.HAFTA(26-01) | 3 SAAT | CENTRAL EXAMINATION SYSTEM |  | CENTRAL EXAMINATION SYSTEM |  | 2.yazılı |  |  |
| HAZİRAN | 35.HAFTA(02-08) | 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 | Reading | E5.10.R1. Students will be able to understand visually supported short texts about festivals around the world. | Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Songs Tables Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Transfer Making Puppets Matching Questions and Answers 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(09-15) | 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 | Reading | E5.10.R1. Students will be able to understand visually supported short texts about festivals around the world. | Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  |  |
| HAZİRAN | 37.HAFTA(16-22) | 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 | Reading | E5.10.R1. Students will be able to understand visually supported short texts about festivals around the world. | Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers. |  | **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.**