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

| **AY** | **HAFTA** | **SAAT** | **MATERIALS** | **FUNCTIONS** | **TOPICS** | **LANGUAGE TASKS AND STUDY SKILLS/METHODS** | **DEĞERLENDİRME** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| EYLÜL | 1.HAFTA(09-15) | 4 SAAT | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer - Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students prepare a visual dictionary by including new vocabulary items | Accepting and refusing / Apologizing / Giving explanations and reasons Making simple inquiries | Unit 1: Friendship | Listening • Students will be able to understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. Spoken Interaction • Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. Spoken Production • Students will be able to structure a talk to make simple inquiries, give explanations and reasons. Reading • Students will be able to understand short and simple texts about friendship. • Students will be able to understand short and simple invitation letters, cards and e-mails. Writing • Students will be able to write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation. | **2024-2025 Eğitim-Öğretim yılı başlangıcı** |
| EYLÜL | 2.HAFTA(16-22) | 4 SAAT | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer - Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students prepare a visual dictionary by including new vocabulary items | Accepting and refusing / Apologizing / Giving explanations and reasons Making simple inquiries | Unit 1: Friendship | Listening • Students will be able to understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. Spoken Interaction • Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. Spoken Production • Students will be able to structure a talk to make simple inquiries, give explanations and reasons. Reading • Students will be able to understand short and simple texts about friendship. • Students will be able to understand short and simple invitation letters, cards and e-mails. Writing • Students will be able to write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation. |  |
| EYLÜL | 3.HAFTA(23-29) | 4 SAAT | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer - Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students prepare a visual dictionary by including new vocabulary items | Accepting and refusing / Apologizing / Giving explanations and reasons Making simple inquiries | Unit 1: Friendship | Listening • Students will be able to understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. Spoken Interaction • Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. Spoken Production • Students will be able to structure a talk to make simple inquiries, give explanations and reasons. Reading • Students will be able to understand short and simple texts about friendship. • Students will be able to understand short and simple invitation letters, cards and e-mails. Writing • Students will be able to write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation. |  |
| EKİM | 4.HAFTA(30-06) | 4 SAAT | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations - Lists - Menus Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students write a short and simple paragraph about a music band and state the characterictics of the band. | Expressing likes and dislikes Expressing preferences Stating personal opinions (Making simple inquiries) | Unit 2: Teen Life | Listening • Students will be able to understand phrases and expressions about regular activities of teenagers. Spoken Interaction • Students will be able to talk about regular activities of teenagers. Spoken Production • Students will be able to express what they prefer, like and dislike. • Students will be able to give a simple description of daily activities in a simple way. Reading • Students will be able to understand short and simple texts about regular activities of teenagers. Writing • Students will be able to write a short and simple paragraph about regular activities of teenagers. |  |
| EKİM | 5.HAFTA(07-13) | 4 SAAT | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations - Lists - Menus Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students write a short and simple paragraph about a music band and state the characterictics of the band. | Expressing likes and dislikes Expressing preferences Stating personal opinions (Making simple inquiries) | Unit 2: Teen Life | Listening • Students will be able to understand phrases and expressions about regular activities of teenagers. Spoken Interaction • Students will be able to talk about regular activities of teenagers. Spoken Production • Students will be able to express what they prefer, like and dislike. • Students will be able to give a simple description of daily activities in a simple way. Reading • Students will be able to understand short and simple texts about regular activities of teenagers. Writing • Students will be able to write a short and simple paragraph about regular activities of teenagers. |  |
| EKİM | 6.HAFTA(14-20) | 4 SAAT | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations - Lists - Menus Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students write a short and simple paragraph about a music band and state the characterictics of the band. | Expressing likes and dislikes Expressing preferences Stating personal opinions (Making simple inquiries) | Unit 2: Teen Life | Listening • Students will be able to understand phrases and expressions about regular activities of teenagers. Spoken Interaction • Students will be able to talk about regular activities of teenagers. Spoken Production • Students will be able to express what they prefer, like and dislike. • Students will be able to give a simple description of daily activities in a simple way. Reading • Students will be able to understand short and simple texts about regular activities of teenagers. Writing • Students will be able to write a short and simple paragraph about regular activities of teenagers. |  |
| EKİM | 7.HAFTA(21-27) | 4 SAAT | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Menus Notes and Messages Podcasts Posters Questionnaires Recipes Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about their favorite meal and provide the preparation process. | Describing simple processes Expressing preferences Making simple inquiries | Unit 3: In the Kitchen | Listening • Students will be able to get the gist of short, clear, simple descriptions of a process. Spoken Interaction • Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed. Spoken Production • Students will be able to give a simple description about a process. Reading • Students will be able to understand the overall meaning of short texts about a process. • Students will be able to guess the meaning of unknown words from the text. Writing • Students will be able to write a series of simple phrases and sentences by using linkers to describe a process. |  |
| EKİM-KASIM | 8.HAFTA(28-03) | 4 SAAT | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Menus Notes and Messages Podcasts Posters Questionnaires Recipes Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about their favorite meal and provide the preparation process.Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Menus Notes and Messages Podcasts Posters Questionnaires Recipes Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about their favorite meal and provide the preparation process. | Describing simple processes Expressing preferences Making simple inquiriesDescribing simple processes Expressing preferences Making simple inquiries | Unit 3: In the KitchenUnit 3: In the Kitchen | Listening • Students will be able to get the gist of short, clear, simple descriptions of a process. Spoken Interaction • Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed. Spoken Production • Students will be able to give a simple description about a process. Reading • Students will be able to understand the overall meaning of short texts about a process. • Students will be able to guess the meaning of unknown words from the text. Writing • Students will be able to write a series of simple phrases and sentences by using linkers to describe a process.Listening • Students will be able to get the gist of short, clear, simple descriptions of a process. Spoken Interaction • Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed. Spoken Production • Students will be able to give a simple description about a process. Reading • Students will be able to understand the overall meaning of short texts about a process. • Students will be able to guess the meaning of unknown words from the text. Writing • Students will be able to write a series of simple phrases and sentences by using linkers to describe a process. | **Cumhuriyet Bayramı** |
| KASIM | 9.HAFTA(04-10) | 4 SAAT | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Menus Notes and Messages Podcasts Posters Questionnaires Recipes Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about their favorite meal and provide the preparation process.Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Menus Notes and Messages Podcasts Posters Questionnaires Recipes Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about their favorite meal and provide the preparation process. | Describing simple processes Expressing preferences Making simple inquiriesDescribing simple processes Expressing preferences Making simple inquiries | Unit 3: In the KitchenUnit 3: In the Kitchen | Listening • Students will be able to get the gist of short, clear, simple descriptions of a process. Spoken Interaction • Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed. Spoken Production • Students will be able to give a simple description about a process. Reading • Students will be able to understand the overall meaning of short texts about a process. • Students will be able to guess the meaning of unknown words from the text. Writing • Students will be able to write a series of simple phrases and sentences by using linkers to describe a process.Listening • Students will be able to get the gist of short, clear, simple descriptions of a process. Spoken Interaction • Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed. Spoken Production • Students will be able to give a simple description about a process. Reading • Students will be able to understand the overall meaning of short texts about a process. • Students will be able to guess the meaning of unknown words from the text. Writing • Students will be able to write a series of simple phrases and sentences by using linkers to describe a process. | **Atatürk Haftası** |
| KASIM | 10.HAFTA(18-24) | 4 SAAT | Contexts Blogs E-mails Illustrations Lists Notes and Messages Podcasts Posters Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students work to act out a call center drama task. In groups, students are given role cards describing tasks for each. One by one they call the call center to share their problems. | Following phone conversations Stating decisions taken at the time of speaking | Unit 4: On the Phone | Listening • Students will be able to understand phrases and related vocabulary items. • Students will be able to follow a phone conversation. Spoken Interaction • Students will be able to make a simple phone call asking and responding to questions. Spoken Production • Students will be able to express their decisions taken at the moment of conversation. Reading • Students will be able to understand short and simple texts with related vocabulary. Writing • Students will be able to write short and simple conversations. | **Dünya Çocuk Hakları Günü** |
| KASIM-ARALIK | 11.HAFTA(25-01) | 4 SAAT | Contexts Blogs E-mails Illustrations Lists Notes and Messages Podcasts Posters Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students work to act out a call center drama task. In groups, students are given role cards describing tasks for each. One by one they call the call center to share their problems. | Following phone conversations Stating decisions taken at the time of speaking | Unit 4: On the Phone | Listening • Students will be able to understand phrases and related vocabulary items. • Students will be able to follow a phone conversation. Spoken Interaction • Students will be able to make a simple phone call asking and responding to questions. Spoken Production • Students will be able to express their decisions taken at the moment of conversation. Reading • Students will be able to understand short and simple texts with related vocabulary. Writing • Students will be able to write short and simple conversations. |  |
| ARALIK | 12.HAFTA(02-08) | 4 SAAT | Contexts Blogs E-mails Illustrations Lists Notes and Messages Podcasts Posters Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students work to act out a call center drama task. In groups, students are given role cards describing tasks for each. One by one they call the call center to share their problems. | Following phone conversations Stating decisions taken at the time of speaking | Unit 4: On the Phone | Listening • Students will be able to understand phrases and related vocabulary items. • Students will be able to follow a phone conversation. Spoken Interaction • Students will be able to make a simple phone call asking and responding to questions. Spoken Production • Students will be able to express their decisions taken at the moment of conversation. Reading • Students will be able to understand short and simple texts with related vocabulary. Writing • Students will be able to write short and simple conversations. | **Dünya Engelliler Günü** |
| ARALIK | 13.HAFTA(09-15) | 4 SAAT | Contexts Blogs E-mails Illustrations Lists Notes and Messages Podcasts Posters Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students work to act out a call center drama task. In groups, students are given role cards describing tasks for each. One by one they call the call center to share their problems. | Following phone conversations Stating decisions taken at the time of speaking | Unit 4: On the Phone | Listening • Students will be able to understand phrases and related vocabulary items. • Students will be able to follow a phone conversation. Spoken Interaction • Students will be able to make a simple phone call asking and responding to questions. Spoken Production • Students will be able to express their decisions taken at the moment of conversation. Reading • Students will be able to understand short and simple texts with related vocabulary. Writing • Students will be able to write short and simple conversations. |  |
| ARALIK | 14.HAFTA(16-22) | 4 SAAT | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists News Reports Notes and Messages Podcasts - Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to illustrate their internet habits and hang it on the classroom walls. | Accepting and refusing/ Making excuses | Unit 5: The Internet | Listening • Students will be able to understand the gist of oral texts. • Students will be able to comprehend phrases and related vocabulary items. Spoken Interaction • Students will be able to talk about their Internet habits. • Students will be able to exchange information about the Internet. Spoken Production • Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. Reading • Students will be able to identify main ideas in short and simple texts about internet habits. • Students will be able to find specific information about the Internet in various texts. Writing • Students will be able to write a basic paragraph to describe their internet habits. |  |
| ARALIK | 15.HAFTA(23-29) | 4 SAAT | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists News Reports Notes and Messages Podcasts - Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to illustrate their internet habits and hang it on the classroom walls. | Accepting and refusing/ Making excuses | Unit 5: The Internet | Listening • Students will be able to understand the gist of oral texts. • Students will be able to comprehend phrases and related vocabulary items. Spoken Interaction • Students will be able to talk about their Internet habits. • Students will be able to exchange information about the Internet. Spoken Production • Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. Reading • Students will be able to identify main ideas in short and simple texts about internet habits. • Students will be able to find specific information about the Internet in various texts. Writing • Students will be able to write a basic paragraph to describe their internet habits. |  |
| ARALIK-OCAK | 16.HAFTA(30-05) | 4 SAAT | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists News Reports Notes and Messages Podcasts - Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to illustrate their internet habits and hang it on the classroom walls. | Accepting and refusing/ Making excuses | Unit 5: The Internet | Listening • Students will be able to understand the gist of oral texts. • Students will be able to comprehend phrases and related vocabulary items. Spoken Interaction • Students will be able to talk about their Internet habits. • Students will be able to exchange information about the Internet. Spoken Production • Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. Reading • Students will be able to identify main ideas in short and simple texts about internet habits. • Students will be able to find specific information about the Internet in various texts. Writing • Students will be able to write a basic paragraph to describe their internet habits. | **Yılbaşı Tatili** |
| OCAK | 17.HAFTA(06-12) | 4 SAAT | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists News Reports Notes and Messages Podcasts - Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to illustrate their internet habits and hang it on the classroom walls. | Accepting and refusing/ Making excuses | Unit 5: The Internet | Listening • Students will be able to understand the gist of oral texts. • Students will be able to comprehend phrases and related vocabulary items. Spoken Interaction • Students will be able to talk about their Internet habits. • Students will be able to exchange information about the Internet. Spoken Production • Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. Reading • Students will be able to identify main ideas in short and simple texts about internet habits. • Students will be able to find specific information about the Internet in various texts. Writing • Students will be able to write a basic paragraph to describe their internet habits. |  |
| OCAK | 18.HAFTA(13-19) | 4 SAAT | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists News Reports Notes and Messages Podcasts - Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to illustrate their internet habits and hang it on the classroom walls. | Accepting and refusing/ Making excuses | Unit 5: The Internet | Listening • Students will be able to understand the gist of oral texts. • Students will be able to comprehend phrases and related vocabulary items. Spoken Interaction • Students will be able to talk about their Internet habits. • Students will be able to exchange information about the Internet. Spoken Production • Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. Reading • Students will be able to identify main ideas in short and simple texts about internet habits. • Students will be able to find specific information about the Internet in various texts. Writing • Students will be able to write a basic paragraph to describe their internet habits. | **Birinci Dönemin Sona Ermesi** |
| ŞUBAT | 19.HAFTA(03-09) | 4 SAAT | Contexts Blogs – Charts - Diaries/Journal Entries E-mails - Illustrations - Lists Maps - News Notes and Messages – Podcasts- Posters Questionnaires Reports Songs - Stories - Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games - Guessing Information/Opinion Gap Information Transfer Labeling - Matching Questions and Answers Reordering - Storytelling True/False/No information Assignments Students search the Internet and find towns/ cities from Turkey where different kinds of extreme sports can be performed. They prepare a poster in which they illustrate three of those sports. | Expressing preferences / Giving explanations/reasons Making comparisons | Unit 6: Adventures | Listening • Students will be able to follow a discussion on adventures. • Students will be able to understand the main points of simple messages. Spoken Interaction • Students will be able to interact with reasonable ease in short conversations. • Students will be able to talk about comparisons, preferences and their reasons. Spoken Production • Students will be able to make comparisons about sports and games by using simple descriptive language. Reading • Students will be able to understand short and simple texts to find the main points about adventures. Writing • Students will be able to write a short and simple paragraph comparing two objects. | **İkinci Yarıyıl Başlangıcı** |
| ŞUBAT | 20.HAFTA(10-16) | 4 SAAT | Contexts Blogs – Charts - Diaries/Journal Entries E-mails - Illustrations - Lists Maps - News Notes and Messages – Podcasts- Posters Questionnaires Reports Songs - Stories - Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games - Guessing Information/Opinion Gap Information Transfer Labeling - Matching Questions and Answers Reordering - Storytelling True/False/No information Assignments Students search the Internet and find towns/ cities from Turkey where different kinds of extreme sports can be performed. They prepare a poster in which they illustrate three of those sports. | Expressing preferences / Giving explanations/reasons Making comparisons | Unit 6: Adventures | Listening • Students will be able to follow a discussion on adventures. • Students will be able to understand the main points of simple messages. Spoken Interaction • Students will be able to interact with reasonable ease in short conversations. • Students will be able to talk about comparisons, preferences and their reasons. Spoken Production • Students will be able to make comparisons about sports and games by using simple descriptive language. Reading • Students will be able to understand short and simple texts to find the main points about adventures. Writing • Students will be able to write a short and simple paragraph comparing two objects. |  |
| ŞUBAT | 21.HAFTA(17-23) | 4 SAAT | Contexts Blogs – Charts - Diaries/Journal Entries E-mails - Illustrations - Lists Maps - News Notes and Messages – Podcasts- Posters Questionnaires Reports Songs - Stories - Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games - Guessing Information/Opinion Gap Information Transfer Labeling - Matching Questions and Answers Reordering - Storytelling True/False/No information Assignments Students search the Internet and find towns/ cities from Turkey where different kinds of extreme sports can be performed. They prepare a poster in which they illustrate three of those sports. | Expressing preferences / Giving explanations/reasons Making comparisons | Unit 6: Adventures | Listening • Students will be able to follow a discussion on adventures. • Students will be able to understand the main points of simple messages. Spoken Interaction • Students will be able to interact with reasonable ease in short conversations. • Students will be able to talk about comparisons, preferences and their reasons. Spoken Production • Students will be able to make comparisons about sports and games by using simple descriptive language. Reading • Students will be able to understand short and simple texts to find the main points about adventures. Writing • Students will be able to write a short and simple paragraph comparing two objects. |  |
| ŞUBAT-MART | 22.HAFTA(24-02) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Maps Lists News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling - Matching Questions and Answers Reordering - Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students interview with the peers about their holiday preferences, and then they prepare a travel plan using maps and pictures to compare each destination. | Describing places Expressing preferences Giving explanations/reasons Making comparisons Talking about experiences | Unit 7: Tourism | Listening • Students will be able to understand and extract the specific information from short and simple oral texts. Spoken Interaction • Students will be able to exchange information about tourism. • Students will be able to talk about their favorite tourist attractions by giving details. Spoken Production • Students will be able to express their preferences for particular tourist attractions and give reasons. • Students will be able to make simple comparisons between different tourist attractions. Reading • Students will be able to find specific information from various texts about tourism. Writing • Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s). |  |
| MART | 23.HAFTA(03-09) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Maps Lists News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling - Matching Questions and Answers Reordering - Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students interview with the peers about their holiday preferences, and then they prepare a travel plan using maps and pictures to compare each destination. | Describing places Expressing preferences Giving explanations/reasons Making comparisons Talking about experiences | Unit 7: Tourism | Listening • Students will be able to understand and extract the specific information from short and simple oral texts. Spoken Interaction • Students will be able to exchange information about tourism. • Students will be able to talk about their favorite tourist attractions by giving details. Spoken Production • Students will be able to express their preferences for particular tourist attractions and give reasons. • Students will be able to make simple comparisons between different tourist attractions. Reading • Students will be able to find specific information from various texts about tourism. Writing • Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s). |  |
| MART | 24.HAFTA(10-16) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Maps Lists News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling - Matching Questions and Answers Reordering - Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students interview with the peers about their holiday preferences, and then they prepare a travel plan using maps and pictures to compare each destination. | Describing places Expressing preferences Giving explanations/reasons Making comparisons Talking about experiences | Unit 7: Tourism | Listening • Students will be able to understand and extract the specific information from short and simple oral texts. Spoken Interaction • Students will be able to exchange information about tourism. • Students will be able to talk about their favorite tourist attractions by giving details. Spoken Production • Students will be able to express their preferences for particular tourist attractions and give reasons. • Students will be able to make simple comparisons between different tourist attractions. Reading • Students will be able to find specific information from various texts about tourism. Writing • Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s). | **İstiklâl Marşı’nın Kabulü ve Mehmet Akif Ersoy’u Anma Günü** |
| MART | 25.HAFTA(17-23) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Maps Lists Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling - Matching Questions and Answers Reordering - Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students write a short paragraph explaining the responsibilities of their family members. | Expressing likes and dislikes Expressing obligation Expressing responsibilities | Unit 8: Chores | Listening • Students will be able to identify the main points of a short talk describing the responsibilities of people. • Students will be able to understand obligations, likes and dislikes in various oral texts. • Students will be able to follow topic change during factual, short talks. Spoken Interaction • Students will be able to interact during simple, routine tasks requiring a direct exchange of information. • Students will be able to talk about responsibilities. Spoken Production • Students will be able to express their obligations, likes and dislikes in simple terms. Reading • Students will be able to understand various short and simple texts about responsibilities. Writing • Students will be able to write short and simple poems/stories about their feelings and responsibilities. | **Şehitler Günü** |
| MART | 26.HAFTA(24-30) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Maps Lists Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling - Matching Questions and Answers Reordering - Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students write a short paragraph explaining the responsibilities of their family members. | Expressing likes and dislikes Expressing obligation Expressing responsibilities | Unit 8: Chores | Listening • Students will be able to identify the main points of a short talk describing the responsibilities of people. • Students will be able to understand obligations, likes and dislikes in various oral texts. • Students will be able to follow topic change during factual, short talks. Spoken Interaction • Students will be able to interact during simple, routine tasks requiring a direct exchange of information. • Students will be able to talk about responsibilities. Spoken Production • Students will be able to express their obligations, likes and dislikes in simple terms. Reading • Students will be able to understand various short and simple texts about responsibilities. Writing • Students will be able to write short and simple poems/stories about their feelings and responsibilities. |  |
| NİSAN | 27.HAFTA(07-13) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Maps Lists Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling - Matching Questions and Answers Reordering - Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students write a short paragraph explaining the responsibilities of their family members. | Expressing likes and dislikes Expressing obligation Expressing responsibilities | Unit 8: Chores | Listening • Students will be able to identify the main points of a short talk describing the responsibilities of people. • Students will be able to understand obligations, likes and dislikes in various oral texts. • Students will be able to follow topic change during factual, short talks. Spoken Interaction • Students will be able to interact during simple, routine tasks requiring a direct exchange of information. • Students will be able to talk about responsibilities. Spoken Production • Students will be able to express their obligations, likes and dislikes in simple terms. Reading • Students will be able to understand various short and simple texts about responsibilities. Writing • Students will be able to write short and simple poems/stories about their feelings and responsibilities. |  |
| NİSAN | 28.HAFTA(14-20) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about scientific inventions/ discoveries. | Describing the actions happening currently Talking about past events | Unit 9: Science | Listening • Students will be able to recognize main ideas and key information in short oral texts about science. Spoken Interaction • Students will be able to talk about actions happening currently and in the past. • Students will be able to involve in simple discussions about scientific achievements. Spoken Production • Students will be able to describe actions happening currently. • Students will be able to present information about scientific achievements in a simple way. Reading • Students will be able to understand short and simple texts about actions happening currently and in the past. • Students will be able to identify main ideas and supporting details in short texts about science. Writing • Students will be able to write simple descriptions of scientific achievements in a short paragraph. |  |
| NİSAN | 29.HAFTA(21-27) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about scientific inventions/ discoveries. | Describing the actions happening currently Talking about past events | Unit 9: Science | Listening • Students will be able to recognize main ideas and key information in short oral texts about science. Spoken Interaction • Students will be able to talk about actions happening currently and in the past. • Students will be able to involve in simple discussions about scientific achievements. Spoken Production • Students will be able to describe actions happening currently. • Students will be able to present information about scientific achievements in a simple way. Reading • Students will be able to understand short and simple texts about actions happening currently and in the past. • Students will be able to identify main ideas and supporting details in short texts about science. Writing • Students will be able to write simple descriptions of scientific achievements in a short paragraph. | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** |
| NİSAN-MAYIS | 30.HAFTA(28-04) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about scientific inventions/ discoveries. | Describing the actions happening currently Talking about past events | Unit 9: Science | Listening • Students will be able to recognize main ideas and key information in short oral texts about science. Spoken Interaction • Students will be able to talk about actions happening currently and in the past. • Students will be able to involve in simple discussions about scientific achievements. Spoken Production • Students will be able to describe actions happening currently. • Students will be able to present information about scientific achievements in a simple way. Reading • Students will be able to understand short and simple texts about actions happening currently and in the past. • Students will be able to identify main ideas and supporting details in short texts about science. Writing • Students will be able to write simple descriptions of scientific achievements in a short paragraph. | **1 Mayıs İşçi Bayramı** |
| MAYIS | 31.HAFTA(05-11) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about scientific inventions/ discoveries. | Describing the actions happening currently Talking about past events | Unit 9: Science | Listening • Students will be able to recognize main ideas and key information in short oral texts about science. Spoken Interaction • Students will be able to talk about actions happening currently and in the past. • Students will be able to involve in simple discussions about scientific achievements. Spoken Production • Students will be able to describe actions happening currently. • Students will be able to present information about scientific achievements in a simple way. Reading • Students will be able to understand short and simple texts about actions happening currently and in the past. • Students will be able to identify main ideas and supporting details in short texts about science. Writing • Students will be able to write simple descriptions of scientific achievements in a short paragraph. |  |
| MAYIS | 32.HAFTA(12-18) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Weather Reports Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students complete and reflect on their visual dictionaries. | Making predictions about the future (Giving reasons and results) | Unit 10: Natural Forces | Listening • Students will be able to identify the main points of TV news about natural forces and disasters.. Spoken Interaction • Students will be able to talk about predictions concerning future of the Earth. • Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters. Spoken Production • Students will be able to express predictions concerning future of the Earth. • Students will be able to give reasons and results to support their predictions about natural forces and disasters. Reading • Students will be able to identify specific information in simple texts about natural forces and disasters. Writing • Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters. |  |
| MAYIS | 33.HAFTA(19-25) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Weather Reports Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students complete and reflect on their visual dictionaries. | Making predictions about the future (Giving reasons and results) | Unit 10: Natural Forces | Listening • Students will be able to identify the main points of TV news about natural forces and disasters.. Spoken Interaction • Students will be able to talk about predictions concerning future of the Earth. • Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters. Spoken Production • Students will be able to express predictions concerning future of the Earth. • Students will be able to give reasons and results to support their predictions about natural forces and disasters. Reading • Students will be able to identify specific information in simple texts about natural forces and disasters. Writing • Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters. | **19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı** |
| MAYIS-HAZİRAN | 34.HAFTA(26-01) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Weather Reports Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students complete and reflect on their visual dictionaries. | Making predictions about the future (Giving reasons and results) | Unit 10: Natural Forces | Listening • Students will be able to identify the main points of TV news about natural forces and disasters.. Spoken Interaction • Students will be able to talk about predictions concerning future of the Earth. • Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters. Spoken Production • Students will be able to express predictions concerning future of the Earth. • Students will be able to give reasons and results to support their predictions about natural forces and disasters. Reading • Students will be able to identify specific information in simple texts about natural forces and disasters. Writing • Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters. |  |
| HAZİRAN | 35.HAFTA(02-08) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Weather Reports Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students complete and reflect on their visual dictionaries. | Making predictions about the future (Giving reasons and results) | Unit 10: Natural Forces | Listening • Students will be able to identify the main points of TV news about natural forces and disasters.. Spoken Interaction • Students will be able to talk about predictions concerning future of the Earth. • Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters. Spoken Production • Students will be able to express predictions concerning future of the Earth. • Students will be able to give reasons and results to support their predictions about natural forces and disasters. Reading • Students will be able to identify specific information in simple texts about natural forces and disasters. Writing • Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters. |  |
| HAZİRAN | 36.HAFTA(09-15) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Weather Reports Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students complete and reflect on their visual dictionaries. | Revision | Consolidation | Listening • Students will be able to identify the main points of TV news about natural forces and disasters.. Spoken Interaction • Students will be able to talk about predictions concerning future of the Earth. • Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters. Spoken Production • Students will be able to express predictions concerning future of the Earth. • Students will be able to give reasons and results to support their predictions about natural forces and disasters. Reading • Students will be able to identify specific information in simple texts about natural forces and disasters. Writing • Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters. |  |
| HAZİRAN | 37.HAFTA(16-22) | 4 SAAT | Contexts Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Weather Reports Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students complete and reflect on their visual dictionaries. | Revision | Consolidation | Listening • Students will be able to identify the main points of TV news about natural forces and disasters.. Spoken Interaction • Students will be able to talk about predictions concerning future of the Earth. • Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters. Spoken Production • Students will be able to express predictions concerning future of the Earth. • Students will be able to give reasons and results to support their predictions about natural forces and disasters. Reading • Students will be able to identify specific information in simple texts about natural forces and disasters. Writing • Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters. | **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.**