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

| **AY** | **HAFTA** | **SAAT** | **TOPICS** | **APPROACHES TO LEARNING** | **MATERIALS** | **OBJECTIVES AND ATTITUDES** | **DEĞERLENDİRME** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| EYLÜL | 1.HAFTA(09-15) | 4 SAAT | Exchanging personal information in both formal and informal language Taking part in a conversation in everyday life situations | Listening • Students will be able to identify expressions related to school/ everyday life and free time activities. Pronunciation • Students will be able to practice intonation in asking and answering questions in daily conversations Eg. What does your father do? (falling intonation) Are you thirsty? (rising intonation) Speaking • Students will be able to introduce themselves and others individually/ in pairs or small groups. • Students will be able to exchange personal information in both formal and informal situations Writing • Students will be able to describe themselves, their family and their habits in a short descriptive paragraph with the help of cues and/or guiding questions Reading • Students will be able to diagrammatize a text about everyday life into a graphic organizer | Movies Realia Surveys Class Profile Posters Short Reading Texts Information Gap Activities Roleplays Miming and Acting Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | UNIT 1 School Life | **2024-2025 Eğitim-Öğretim yılı başlangıcı** |
| EYLÜL | 2.HAFTA(16-22) | 4 SAAT | Exchanging personal information in both formal and informal language Taking part in a conversation in everyday life situations | Listening • Students will be able to identify expressions related to school/ everyday life and free time activities. Pronunciation • Students will be able to practice intonation in asking and answering questions in daily conversations Eg. What does your father do? (falling intonation) Are you thirsty? (rising intonation) Speaking • Students will be able to introduce themselves and others individually/ in pairs or small groups. • Students will be able to exchange personal information in both formal and informal situations Writing • Students will be able to describe themselves, their family and their habits in a short descriptive paragraph with the help of cues and/or guiding questions Reading • Students will be able to diagrammatize a text about everyday life into a graphic organizer | Movies Realia Surveys Class Profile Posters Short Reading Texts Information Gap Activities Roleplays Miming and Acting Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | UNIT 1 School Life |  |
| EYLÜL | 3.HAFTA(23-29) | 4 SAAT | Exchanging personal information in both formal and informal language Taking part in a conversation in everyday life situations | Listening • Students will be able to catch the details of future plans and arrangements in a recorded text/video Pronunciation • Students will be able to practice intonation in asking and answering questions in daily conversations. Eg. Are you coming to the movie? (rising intonation) I’m afraid I can’t. (rising intonation) Speaking • Students will be able to talk about their own plans for the future • Students will be able to express their ideas in unplanned situations. Writing • Students will be able to write an opinion paragraph about their plans. Reading • Students will able to identify specific information about people's future plans and arrangements in a text. • Students will be able to skim a text to draw a conclusion | Movies Daily/Weekly/Monthly Planners Surveys Interviews Short Oral Presentations Roleplays Shopping Lists Group Problem Solving Activities Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | UNIT 1 School Life |  |
| EKİM | 4.HAFTA(30-06) | 4 SAAT | Describing future plans and arrangements Expressing one’s ideas in unplanned situations Making oral presentations on a planned topic | Listening • Students will be able to catch the details of future plans and arrangements in a recorded text/video Pronunciation • Students will be able to practice intonation in asking and answering questions in daily conversations. Eg. Are you coming to the movie? (rising intonation) I’m afraid I can’t. (rising intonation) Speaking • Students will be able to talk about their own plans for the future • Students will be able to express their ideas in unplanned situations. Writing • Students will be able to write an opinion paragraph about their plans. Reading • Students will able to identify specific information about people's future plans and arrangements in a text. • Students will be able to skim a text to draw a conclusion | Movies Daily/Weekly/Monthly Planners Surveys Interviews Short Oral Presentations Roleplays Shopping Lists Group Problem Solving Activities Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 2 Plans |  |
| EKİM | 5.HAFTA(07-13) | 4 SAAT | Describing future plans and arrangements Expressing one’s ideas in unplanned situations Making oral presentations on a planned topic | Listening • Students will be able to catch the details of future plans and arrangements in a recorded text/video Pronunciation • Students will be able to practice intonation in asking and answering questions in daily conversations. Eg. Are you coming to the movie? (rising intonation) I’m afraid I can’t. (rising intonation) Speaking • Students will be able to talk about their own plans for the future • Students will be able to express their ideas in unplanned situations. Writing • Students will be able to write an opinion paragraph about their plans. Reading • Students will able to identify specific information about people's future plans and arrangements in a text. • Students will be able to skim a text to draw a conclusion | Movies Daily/Weekly/Monthly Planners Surveys Interviews Short Oral Presentations Roleplays Shopping Lists Group Problem Solving Activities Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 2 Plans |  |
| EKİM | 6.HAFTA(14-20) | 4 SAAT | Describing future plans and arrangements Expressing one’s ideas in unplanned situations Making oral presentations on a planned topic | Listening • Students will be able to catch the details of future plans and arrangements in a recorded text/video Pronunciation • Students will be able to practice intonation in asking and answering questions in daily conversations. Eg. Are you coming to the movie? (rising intonation) I’m afraid I can’t. (rising intonation) Speaking • Students will be able to talk about their own plans for the future • Students will be able to express their ideas in unplanned situations. Writing • Students will be able to write an opinion paragraph about their plans. Reading • Students will able to identify specific information about people's future plans and arrangements in a text. • Students will be able to skim a text to draw a conclusion | Movies Daily/Weekly/Monthly Planners Surveys Interviews Short Oral Presentations Roleplays Shopping Lists Group Problem Solving Activities Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 2 Plans (23 Nisan Ulusal Egemenlik ve Çocuk Bayramı) |  |
| EKİM | 7.HAFTA(21-27) | 4 SAAT | Describing past activities and events Talking about sequential actions Describing characters and settings in an event in the past | Listening • Students will be able to catch the details of future plans and arrangements in a recorded text/video Pronunciation • Students will be able to practice intonation in asking and answering questions in daily conversations. Eg. Are you coming to the movie? (rising intonation) I’m afraid I can’t. (rising intonation) Speaking • Students will be able to talk about their own plans for the future • Students will be able to express their ideas in unplanned situations. Writing • Students will be able to write an opinion paragraph about their plans. Reading • Students will able to identify specific information about people's future plans and arrangements in a text. • Students will be able to skim a text to draw a conclusion | Movies Daily/Weekly/Monthly Planners Surveys Interviews Short Oral Presentations Roleplays Shopping Lists Group Problem Solving Activities Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 3 Legendary Figure |  |
| EKİM-KASIM | 8.HAFTA(28-03) | 4 SAAT | Describing past activities and events Talking about sequential actions Describing characters and settings in an event in the pastDescribing past activities and events Talking about sequential actions Describing characters and settings in an event in the past | Listening • Students will be able to put the events in the correct order by listening to a story • Students will be able to locate specific information about traditions in charts by watching short documentaries Pronunciation • Students will be able to practice uttering “–ed” sounds in V2. Eg. Wanted /w?nt?d/ injured /?nd??rd/ Speaking • Students will be able to act out a story as a legendary figure. • Students will be able to talk about a historical legendary figure in Turkish history • Students will be able to retell a story by describing characters and places. Writing • Students will be able to write the end of a given unfinished story • Students will be able to write a short paragraph of comparing traditions around the world Reading • Students will be able to scan a short story to fill in the timelines with events and dates • Students will be able to answer the questions about past events given in a reading textListening • Students will be able to put the events in the correct order by listening to a story • Students will be able to locate specific information about traditions in charts by watching short documentaries Pronunciation • Students will be able to practice uttering “–ed” sounds in V2. Eg. Wanted /w?nt?d/ injured /?nd??rd/ Speaking • Students will be able to act out a story as a legendary figure. • Students will be able to talk about a historical legendary figure in Turkish history • Students will be able to retell a story by describing characters and places. Writing • Students will be able to write the end of a given unfinished story • Students will be able to write a short paragraph of comparing traditions around the world Reading • Students will be able to scan a short story to fill in the timelines with events and dates • Students will be able to answer the questions about past events given in a reading text | Movies Short texts Scanning and Filling in Charts Roleplays Drama (Plays) Cue-cards Picture Strips Writing an Alternative Ending to a Story/Short Story/Collaborative Story Writing Movie Review Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-AssessmentMovies Short texts Scanning and Filling in Charts Roleplays Drama (Plays) Cue-cards Picture Strips Writing an Alternative Ending to a Story/Short Story/Collaborative Story Writing Movie Review Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | Unit 3 Legendary FigureUnit 3 Legendary Figure | **Cumhuriyet Bayramı** |
| KASIM | 9.HAFTA(04-10) | 4 SAAT | Describing past activities and events Talking about sequential actions Describing characters and settings in an event in the pastDescribing past activities and events Talking about sequential actions Describing characters and settings in an event in the past | Listening • Students will be able to put the events in the correct order by listening to a story • Students will be able to locate specific information about traditions in charts by watching short documentaries Pronunciation • Students will be able to practice uttering “–ed” sounds in V2. Eg. Wanted /w?nt?d/ injured /?nd??rd/ Speaking • Students will be able to act out a story as a legendary figure. • Students will be able to talk about a historical legendary figure in Turkish history • Students will be able to retell a story by describing characters and places. Writing • Students will be able to write the end of a given unfinished story • Students will be able to write a short paragraph of comparing traditions around the world Reading • Students will be able to scan a short story to fill in the timelines with events and dates • Students will be able to answer the questions about past events given in a reading textListening • Students will be able to put the events in the correct order by listening to a story • Students will be able to locate specific information about traditions in charts by watching short documentaries Pronunciation • Students will be able to practice uttering “–ed” sounds in V2. Eg. Wanted /w?nt?d/ injured /?nd??rd/ Speaking • Students will be able to act out a story as a legendary figure. • Students will be able to talk about a historical legendary figure in Turkish history • Students will be able to retell a story by describing characters and places. Writing • Students will be able to write the end of a given unfinished story • Students will be able to write a short paragraph of comparing traditions around the world Reading • Students will be able to scan a short story to fill in the timelines with events and dates • Students will be able to answer the questions about past events given in a reading text | Movies Short texts Scanning and Filling in Charts Roleplays Drama (Plays) Cue-cards Picture Strips Writing an Alternative Ending to a Story/Short Story/Collaborative Story Writing Movie Review Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-AssessmentMovies Short texts Scanning and Filling in Charts Roleplays Drama (Plays) Cue-cards Picture Strips Writing an Alternative Ending to a Story/Short Story/Collaborative Story Writing Movie Review Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | Unit 3 Legendary FigureUnit 3 Legendary Figure | **Atatürk Haftası** |
| KASIM | 10.HAFTA(18-24) | 4 SAAT | Describing habits and routines in the past Making oral presentations on a specific topic | Listening • Students will be able to put the events in the correct order by listening to a story • Students will be able to locate specific information about traditions in charts by watching short documentaries Pronunciation • Students will be able to practice uttering “–ed” sounds in V2. Eg. Wanted /w?nt?d/ injured /?nd??rd/ Speaking • Students will be able to act out a story as a legendary figure. • Students will be able to talk about a historical legendary figure in Turkish history • Students will be able to retell a story by describing characters and places. Writing • Students will be able to write the end of a given unfinished story • Students will be able to write a short paragraph of comparing traditions around the world Reading • Students will be able to scan a short story to fill in the timelines with events and dates • Students will be able to answer the questions about past events given in a reading text | Movies Short texts Scanning and Filling in Charts Roleplays Drama (Plays) Cue-cards Picture Strips Writing an Alternative Ending to a Story/Short Story/Collaborative Story Writing Movie Review Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | Unit 4 Traditions | **Dünya Çocuk Hakları Günü** |
| KASIM-ARALIK | 11.HAFTA(25-01) | 4 SAAT | Describing habits and routines in the past Making oral presentations on a specific topic | Listening • Students will be able to put the events in the correct order by listening to a story • Students will be able to locate specific information about traditions in charts by watching short documentaries Pronunciation • Students will be able to practice uttering “–ed” sounds in V2. Eg. Wanted /w?nt?d/ injured /?nd??rd/ Speaking • Students will be able to act out a story as a legendary figure. • Students will be able to talk about a historical legendary figure in Turkish history • Students will be able to retell a story by describing characters and places. Writing • Students will be able to write the end of a given unfinished story • Students will be able to write a short paragraph of comparing traditions around the world Reading • Students will be able to scan a short story to fill in the timelines with events and dates • Students will be able to answer the questions about past events given in a reading text | Movies Short texts Scanning and Filling in Charts Roleplays Drama (Plays) Cue-cards Picture Strips Writing an Alternative Ending to a Story/Short Story/Collaborative Story Writing Movie Review Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | Unit 4 Traditions |  |
| ARALIK | 12.HAFTA(02-08) | 4 SAAT | Describing habits and routines in the past Making oral presentations on a specific topic | Listening • Students will be able to put the events in the correct order by listening to a story • Students will be able to locate specific information about traditions in charts by watching short documentaries Pronunciation • Students will be able to practice uttering “–ed” sounds in V2. Eg. Wanted /w?nt?d/ injured /?nd??rd/ Speaking • Students will be able to act out a story as a legendary figure. • Students will be able to talk about a historical legendary figure in Turkish history • Students will be able to retell a story by describing characters and places. Writing • Students will be able to write the end of a given unfinished story • Students will be able to write a short paragraph of comparing traditions around the world Reading • Students will be able to scan a short story to fill in the timelines with events and dates • Students will be able to answer the questions about past events given in a reading text | Movies Short texts Scanning and Filling in Charts Roleplays Drama (Plays) Cue-cards Picture Strips Writing an Alternative Ending to a Story/Short Story/Collaborative Story Writing Movie Review Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | Unit 4 Traditions | **Dünya Engelliler Günü** |
| ARALIK | 13.HAFTA(09-15) | 4 SAAT | Describing habits and routines in the past Making oral presentations on a specific topic | Listening • Students will be able to list phrases for booking in a recorded text. Pronunciation • Students will be able to practice intonation in question tags (both rising and falling). Eg. You aren’t travelling alone, are you? (falling/rising intonation) Speaking • Students will be able to ask and answer about their own and other people's travel experiences • Students will be able to book a room at a hotel/ a table in restaurant etc. • Students will be able to confirm information during a conversation. • Students will be able to take part in a dialogue in a group to make a travel plan Writing • Students will be able to write an e- mail to a friend about their holiday experiences. • Students will be able to prepare a travel guide of a city they have visited. Reading • Students will be able to make use of written instructions in order to draw a route • Students will be able to classify different vacation types in a reading passage | Documentaries Scanning and Matching Headings with Paragraphs Pictures of a City in Turkey... Years Ago and Now Short Reading Texts Completing Time Lines with Events and Dates Descriptive Paragraphs Oral Presentations Posters of Past and Present Collaborative Story Writing Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 4 Traditions |  |
| ARALIK | 14.HAFTA(16-22) | 4 SAAT | Talking about past and present events/experiences Booking Exchanging ideas and plans Asking for approvals and/or confirmations | Listening • Students will be able to list phrases for booking in a recorded text. Pronunciation • Students will be able to practice intonation in question tags (both rising and falling). Eg. You aren’t travelling alone, are you? (falling/rising intonation) Speaking • Students will be able to ask and answer about their own and other people's travel experiences • Students will be able to book a room at a hotel/ a table in restaurant etc. • Students will be able to confirm information during a conversation. • Students will be able to take part in a dialogue in a group to make a travel plan Writing • Students will be able to write an e- mail to a friend about their holiday experiences. • Students will be able to prepare a travel guide of a city they have visited. Reading • Students will be able to make use of written instructions in order to draw a route • Students will be able to classify different vacation types in a reading passage | Documentaries Scanning and Matching Headings with Paragraphs Pictures of a City in Turkey... Years Ago and Now Short Reading Texts Completing Time Lines with Events and Dates Descriptive Paragraphs Oral Presentations Posters of Past and Present Collaborative Story Writing Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 5 Travel |  |
| ARALIK | 15.HAFTA(23-29) | 4 SAAT | Talking about past and present events/experiences Booking Exchanging ideas and plans Asking for approvals and/or confirmations | Listening • Students will be able to list phrases for booking in a recorded text. Pronunciation • Students will be able to practice intonation in question tags (both rising and falling). Eg. You aren’t travelling alone, are you? (falling/rising intonation) Speaking • Students will be able to ask and answer about their own and other people's travel experiences • Students will be able to book a room at a hotel/ a table in restaurant etc. • Students will be able to confirm information during a conversation. • Students will be able to take part in a dialogue in a group to make a travel plan Writing • Students will be able to write an e- mail to a friend about their holiday experiences. • Students will be able to prepare a travel guide of a city they have visited. Reading • Students will be able to make use of written instructions in order to draw a route • Students will be able to classify different vacation types in a reading passage | Documentaries Scanning and Matching Headings with Paragraphs Pictures of a City in Turkey... Years Ago and Now Short Reading Texts Completing Time Lines with Events and Dates Descriptive Paragraphs Oral Presentations Posters of Past and Present Collaborative Story Writing Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 5 Travel |  |
| ARALIK-OCAK | 16.HAFTA(30-05) | 4 SAAT | Talking about past and present events/experiences Booking Exchanging ideas and plans Asking for approvals and/or confirmations | Listening • Students will be able to list phrases for booking in a recorded text. Pronunciation • Students will be able to practice intonation in question tags (both rising and falling). Eg. You aren’t travelling alone, are you? (falling/rising intonation) Speaking • Students will be able to ask and answer about their own and other people's travel experiences • Students will be able to book a room at a hotel/ a table in restaurant etc. • Students will be able to confirm information during a conversation. • Students will be able to take part in a dialogue in a group to make a travel plan Writing • Students will be able to write an e- mail to a friend about their holiday experiences. • Students will be able to prepare a travel guide of a city they have visited. Reading • Students will be able to make use of written instructions in order to draw a route • Students will be able to classify different vacation types in a reading passage | Documentaries Scanning and Matching Headings with Paragraphs Pictures of a City in Turkey... Years Ago and Now Short Reading Texts Completing Time Lines with Events and Dates Descriptive Paragraphs Oral Presentations Posters of Past and Present Collaborative Story Writing Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 5 Travel | **Yılbaşı Tatili** |
| OCAK | 17.HAFTA(06-12) | 4 SAAT | Talking about past and present events/experiences Booking Exchanging ideas and plans Asking for approvals and/or confirmations | Listening • Students will be able to list phrases for booking in a recorded text. Pronunciation • Students will be able to practice intonation in question tags (both rising and falling). Eg. You aren’t travelling alone, are you? (falling/rising intonation) Speaking • Students will be able to ask and answer about their own and other people's travel experiences • Students will be able to book a room at a hotel/ a table in restaurant etc. • Students will be able to confirm information during a conversation. • Students will be able to take part in a dialogue in a group to make a travel plan Writing • Students will be able to write an e- mail to a friend about their holiday experiences. • Students will be able to prepare a travel guide of a city they have visited. Reading • Students will be able to make use of written instructions in order to draw a route • Students will be able to classify different vacation types in a reading passage | Documentaries Scanning and Matching Headings with Paragraphs Pictures of a City in Turkey... Years Ago and Now Short Reading Texts Completing Time Lines with Events and Dates Descriptive Paragraphs Oral Presentations Posters of Past and Present Collaborative Story Writing Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 5 Travel |  |
| OCAK | 18.HAFTA(13-19) | 4 SAAT | Talking about past and present events/experiences Booking Exchanging ideas and plans Asking for approvals and/or confirmations | Listening ? Students will be able to analyze the situation and the phrases related to giving and receiving advice Pronunciation ? Students will be able to practice intonation in advice structures. Eg. You should see a doctor. (rising intonation). Speaking ? Students will be able to talk about the consequences of wasting energy sources. ? Students will be able to talk about household chores they are responsible for. Writing ? Students will be able to write a paragraph about possible consequences when they don't obey the rules. ? Students will be able to write an advice letter about youth problems. Reading ? Students will be able to identify the advice, rules and regulations in a text. ? Students will be able to make use of contextual clues to infer the possible consequences about helpful tips. | Movies Maps (city and country) Realia Information-gap Currencies Announcements Phone Conversations Flight schedule screens Surveys Roleplays Problem Solving Activities Websites Brochures Writing Postcards Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | Unit 5 Travel | **Birinci Dönemin Sona Ermesi** |
| ŞUBAT | 19.HAFTA(03-09) | 4 SAAT | Giving and receiving advice Talking about rules and regulations Talking about consequences | Listening ? Students will be able to analyze the situation and the phrases related to giving and receiving advice Pronunciation ? Students will be able to practice intonation in advice structures. Eg. You should see a doctor. (rising intonation). Speaking ? Students will be able to talk about the consequences of wasting energy sources. ? Students will be able to talk about household chores they are responsible for. Writing ? Students will be able to write a paragraph about possible consequences when they don't obey the rules. ? Students will be able to write an advice letter about youth problems. Reading ? Students will be able to identify the advice, rules and regulations in a text. ? Students will be able to make use of contextual clues to infer the possible consequences about helpful tips. | Movies Maps (city and country) Realia Information-gap Currencies Announcements Phone Conversations Flight schedule screens Surveys Roleplays Problem Solving Activities Websites Brochures Writing Postcards Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | Unit 6 Helpful Tips | **İkinci Yarıyıl Başlangıcı** |
| ŞUBAT | 20.HAFTA(10-16) | 4 SAAT | Giving and receiving advice Talking about rules and regulations Talking about consequences | Listening ? Students will be able to analyze the situation and the phrases related to giving and receiving advice Pronunciation ? Students will be able to practice intonation in advice structures. Eg. You should see a doctor. (rising intonation). Speaking ? Students will be able to talk about the consequences of wasting energy sources. ? Students will be able to talk about household chores they are responsible for. Writing ? Students will be able to write a paragraph about possible consequences when they don't obey the rules. ? Students will be able to write an advice letter about youth problems. Reading ? Students will be able to identify the advice, rules and regulations in a text. ? Students will be able to make use of contextual clues to infer the possible consequences about helpful tips. | Movies Maps (city and country) Realia Information-gap Currencies Announcements Phone Conversations Flight schedule screens Surveys Roleplays Problem Solving Activities Websites Brochures Writing Postcards Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | Unit 6 Helpful Tips |  |
| ŞUBAT | 21.HAFTA(17-23) | 4 SAAT | Giving and receiving advice Talking about rules and regulations Talking about consequences | Listening ? Students will be able to order the steps of a process given in a TV Show Pronunciation ? Students will be able to practice the pronunciation of problematic words for Turkish learners of English (answer, determine, examine, whole, foreign, career, etc).. Speaking ? Students will be able to take part in a dialogue about introducing national and international festivals ? Students will be able to describe the steps of a process related to national and international festivals. Writing ? Students will be able to write a process paragraph/blog about their favourite festival Reading ? Students will be able to evaluate a text to classify various cuisines around the world ? Students will be able to diagrammatize a text about different festivals all around the world. | Movies Signs Realia Online or Offline Magazines Advice Jigsaw Readings Scanning and Matching Solutions with Problems Roleplays Reading and Acting out Dialogues Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 6 Helpful Tips |  |
| ŞUBAT-MART | 22.HAFTA(24-02) | 4 SAAT | Talking about national and international festivals Describing actions and processes | Listening ? Students will be able to order the steps of a process given in a TV Show Pronunciation ? Students will be able to practice the pronunciation of problematic words for Turkish learners of English (answer, determine, examine, whole, foreign, career, etc).. Speaking ? Students will be able to take part in a dialogue about introducing national and international festivals ? Students will be able to describe the steps of a process related to national and international festivals. Writing ? Students will be able to write a process paragraph/blog about their favourite festival Reading ? Students will be able to evaluate a text to classify various cuisines around the world ? Students will be able to diagrammatize a text about different festivals all around the world. | Movies Signs Realia Online or Offline Magazines Advice Jigsaw Readings Scanning and Matching Solutions with Problems Roleplays Reading and Acting out Dialogues Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 7 Food and Festivals |  |
| MART | 23.HAFTA(03-09) | 4 SAAT | Talking about national and international festivals Describing actions and processes | Listening ? Students will be able to order the steps of a process given in a TV Show Pronunciation ? Students will be able to practice the pronunciation of problematic words for Turkish learners of English (answer, determine, examine, whole, foreign, career, etc).. Speaking ? Students will be able to take part in a dialogue about introducing national and international festivals ? Students will be able to describe the steps of a process related to national and international festivals. Writing ? Students will be able to write a process paragraph/blog about their favourite festival Reading ? Students will be able to evaluate a text to classify various cuisines around the world ? Students will be able to diagrammatize a text about different festivals all around the world. | Movies Signs Realia Online or Offline Magazines Advice Jigsaw Readings Scanning and Matching Solutions with Problems Roleplays Reading and Acting out Dialogues Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 7 Food and Festivals |  |
| MART | 24.HAFTA(10-16) | 4 SAAT | Talking about national and international festivals Describing actions and processes | Listening ? Students will be able to order the steps of a process given in a TV Show Pronunciation ? Students will be able to practice the pronunciation of problematic words for Turkish learners of English (answer, determine, examine, whole, foreign, career, etc).. Speaking ? Students will be able to take part in a dialogue about introducing national and international festivals ? Students will be able to describe the steps of a process related to national and international festivals. Writing ? Students will be able to write a process paragraph/blog about their favourite festival Reading ? Students will be able to evaluate a text to classify various cuisines around the world ? Students will be able to diagrammatize a text about different festivals all around the world. | Movies Signs Realia Online or Offline Magazines Advice Jigsaw Readings Scanning and Matching Solutions with Problems Roleplays Reading and Acting out Dialogues Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 7 Food and Festivals | **İstiklâl Marşı’nın Kabulü ve Mehmet Akif Ersoy’u Anma Günü** |
| MART | 25.HAFTA(17-23) | 4 SAAT | Stating personal opinions in everyday conversations Stating preferences Stating causes and effects Giving an extended description and detailed information about people/places/events | Listening ? Students will be able to identify detailed information from podcasts in English Students will be able to determine personal opinions about technology in a video/recorded text. Pronunciation ? Students will be able to practice /w/ and /v/ sounds. Eg. Wide /waıd/ very /verı/. Speaking ? Students will be able to make comments on innovations by stating causes and effects ? Students will be able to talk about their preferences in technological devices Writing ? Students will be able to write a cause and effect paragraph about the importance of netiquette ? Students will be able to write an online-digital collaborative story Reading ? Students will be able to scan a text about the evolution of technology for specific information ? Students will be able to evaluate the effects of social media in a written text to draw conclusions | Movies on Describing the Steps on How to Carry out a Simple Task Recipes Realia Short Reading Texts on Processes Putting Pictures/Sentences in Order Group Blogs Oral Presentations Roleplays Songs IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 8 Digital Era | **Şehitler Günü** |
| MART | 26.HAFTA(24-30) | 4 SAAT | Stating personal opinions in everyday conversations Stating preferences Stating causes and effects Giving an extended description and detailed information about people/places/events | Listening ? Students will be able to identify detailed information from podcasts in English Students will be able to determine personal opinions about technology in a video/recorded text. Pronunciation ? Students will be able to practice /w/ and /v/ sounds. Eg. Wide /waıd/ very /verı/. Speaking ? Students will be able to make comments on innovations by stating causes and effects ? Students will be able to talk about their preferences in technological devices Writing ? Students will be able to write a cause and effect paragraph about the importance of netiquette ? Students will be able to write an online-digital collaborative story Reading ? Students will be able to scan a text about the evolution of technology for specific information ? Students will be able to evaluate the effects of social media in a written text to draw conclusions | Movies on Describing the Steps on How to Carry out a Simple Task Recipes Realia Short Reading Texts on Processes Putting Pictures/Sentences in Order Group Blogs Oral Presentations Roleplays Songs IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 8 Digital Era |  |
| NİSAN | 27.HAFTA(07-13) | 4 SAAT | Stating personal opinions in everyday conversations Stating preferences Stating causes and effects Giving an extended description and detailed information about people/places/events | Listening ? Students will be able to identify detailed information from podcasts in English Students will be able to determine personal opinions about technology in a video/recorded text. Pronunciation ? Students will be able to practice /w/ and /v/ sounds. Eg. Wide /waıd/ very /verı/. Speaking ? Students will be able to make comments on innovations by stating causes and effects ? Students will be able to talk about their preferences in technological devices Writing ? Students will be able to write a cause and effect paragraph about the importance of netiquette ? Students will be able to write an online-digital collaborative story Reading ? Students will be able to scan a text about the evolution of technology for specific information ? Students will be able to evaluate the effects of social media in a written text to draw conclusions | Movies on Describing the Steps on How to Carry out a Simple Task Recipes Realia Short Reading Texts on Processes Putting Pictures/Sentences in Order Group Blogs Oral Presentations Roleplays Songs IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 8 Digital Era |  |
| NİSAN | 28.HAFTA(14-20) | 4 SAAT | Talking about imaginary situations Expressing wishes Guessing meaning from the context | Listening ? Students will be able to identify detailed information from podcasts in English Students will be able to determine personal opinions about technology in a video/recorded text. Pronunciation ? Students will be able to practice /w/ and /v/ sounds. Eg. Wide /waıd/ very /verı/. Speaking ? Students will be able to make comments on innovations by stating causes and effects ? Students will be able to talk about their preferences in technological devices Writing ? Students will be able to write a cause and effect paragraph about the importance of netiquette ? Students will be able to write an online-digital collaborative story Reading ? Students will be able to scan a text about the evolution of technology for specific information ? Students will be able to evaluate the effects of social media in a written text to draw conclusions | Movies on Describing the Steps on How to Carry out a Simple Task Recipes Realia Short Reading Texts on Processes Putting Pictures/Sentences in Order Group Blogs Oral Presentations Roleplays Songs IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 9 Modern Heroes and Heroines |  |
| NİSAN | 29.HAFTA(21-27) | 4 SAAT | Talking about imaginary situations Expressing wishes Guessing meaning from the context | Listening ? Students will be able to recognize the phrases related to imaginary situations in a recorded text ? Students will be able to make use of contextual clues to infer meanings of unfamiliar words from a video about cartoons and superheroes/heroines Pronunciation ? Students will be able to practice the contraction of "I would" I’d /a?d/ Speaking ? Students will be able to talk about their personal hero (who he/she is and why he/she is their hero/heroine). ? Students will be able to talk about what they would do if they were a hero(ine). Writing ? Students will be able to write a paragraph imagining themselves as a hero/heroine. Reading ? Students will be able to guess the meaning of unfamiliar vocabulary using contextual clues from a text about modern heroes and heroines ? Students will be able to interpret a text to identify the author’s wishes. | Movies E-poster Generators Podcasts Online Animation Makers Online Survey Generators Movie Makers E-posters/E-picture Galleries Class Blogs Sample Blogs (online or offline) Sample Emails Roleplays Online Tele-Conversations and Recordings Debate Songs Communicative Games DIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | Unit 9 Modern Heroes and Heroines | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** |
| NİSAN-MAYIS | 30.HAFTA(28-04) | 4 SAAT | Talking about imaginary situations Expressing wishes Guessing meaning from the context | Listening ? Students will be able to recognize the phrases related to imaginary situations in a recorded text ? Students will be able to make use of contextual clues to infer meanings of unfamiliar words from a video about cartoons and superheroes/heroines Pronunciation ? Students will be able to practice the contraction of "I would" I’d /a?d/ Speaking ? Students will be able to talk about their personal hero (who he/she is and why he/she is their hero/heroine). ? Students will be able to talk about what they would do if they were a hero(ine). Writing ? Students will be able to write a paragraph imagining themselves as a hero/heroine. Reading ? Students will be able to guess the meaning of unfamiliar vocabulary using contextual clues from a text about modern heroes and heroines ? Students will be able to interpret a text to identify the author’s wishes. | Movies E-poster Generators Podcasts Online Animation Makers Online Survey Generators Movie Makers E-posters/E-picture Galleries Class Blogs Sample Blogs (online or offline) Sample Emails Roleplays Online Tele-Conversations and Recordings Debate Songs Communicative Games DIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | Unit 9 Modern Heroes and Heroines | **1 Mayıs İşçi Bayramı** |
| MAYIS | 31.HAFTA(05-11) | 4 SAAT | Talking about imaginary situations Expressing wishes Guessing meaning from the context | Listening ? Students will be able to recognize the phrases related to imaginary situations in a recorded text ? Students will be able to make use of contextual clues to infer meanings of unfamiliar words from a video about cartoons and superheroes/heroines Pronunciation ? Students will be able to practice the contraction of "I would" I’d /a?d/ Speaking ? Students will be able to talk about their personal hero (who he/she is and why he/she is their hero/heroine). ? Students will be able to talk about what they would do if they were a hero(ine). Writing ? Students will be able to write a paragraph imagining themselves as a hero/heroine. Reading ? Students will be able to guess the meaning of unfamiliar vocabulary using contextual clues from a text about modern heroes and heroines ? Students will be able to interpret a text to identify the author’s wishes. | Movies E-poster Generators Podcasts Online Animation Makers Online Survey Generators Movie Makers E-posters/E-picture Galleries Class Blogs Sample Blogs (online or offline) Sample Emails Roleplays Online Tele-Conversations and Recordings Debate Songs Communicative Games DIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | Unit 9 Modern Heroes and Heroines |  |
| MAYIS | 32.HAFTA(12-18) | 4 SAAT | Making comparisons Talking about different kinds of clothing and shopping Describing objects, and people | Listening ? Students will be able to recognize the phrases related to imaginary situations in a recorded text ? Students will be able to make use of contextual clues to infer meanings of unfamiliar words from a video about cartoons and superheroes/heroines Pronunciation ? Students will be able to practice the contraction of "I would" I’d /a?d/ Speaking ? Students will be able to talk about their personal hero (who he/she is and why he/she is their hero/heroine). ? Students will be able to talk about what they would do if they were a hero(ine). Writing ? Students will be able to write a paragraph imagining themselves as a hero/heroine. Reading ? Students will be able to guess the meaning of unfamiliar vocabulary using contextual clues from a text about modern heroes and heroines ? Students will be able to interpret a text to identify the author’s wishes. | Movies E-poster Generators Podcasts Online Animation Makers Online Survey Generators Movie Makers E-posters/E-picture Galleries Class Blogs Sample Blogs (online or offline) Sample Emails Roleplays Online Tele-Conversations and Recordings Debate Songs Communicative Games DIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | Unit 10 Shopping |  |
| MAYIS | 33.HAFTA(19-25) | 4 SAAT | Making comparisons Talking about different kinds of clothing and shopping Describing objects, and people | Listening ? Students will be able to categorize the descriptive vocabulary related to objects and people in a recorded text ? Students will be able to fill in the blanks in a recorded dialogue in a clothes shop Pronunciation ? Students will be able to practice intonation in comparative and superlative structures Speaking ? Students will be able to compare clothes by using key words and phrases related to shopping ? Students will be able to act out a dialogue in clothes shop Writing ? Students will be able to prepare a blog about new trends on technology/architecture/fashion etc… ? Students will be able to write an informative paragraph about prices and characteristics of a type of a product in order to compare their preferences Reading ? Students will be able to answer comprehension questions of a text on clothing in different cultures | Movies Brainstorming Charts Discussion of Pictures Cartoons Picture clues Reading short texts Roleplays Writing Short paragraphs Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 10 Shopping | **19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı** |
| MAYIS-HAZİRAN | 34.HAFTA(26-01) | 4 SAAT | Making comparisons Talking about different kinds of clothing and shopping Describing objects, and people | Listening ? Students will be able to categorize the descriptive vocabulary related to objects and people in a recorded text ? Students will be able to fill in the blanks in a recorded dialogue in a clothes shop Pronunciation ? Students will be able to practice intonation in comparative and superlative structures Speaking ? Students will be able to compare clothes by using key words and phrases related to shopping ? Students will be able to act out a dialogue in clothes shop Writing ? Students will be able to prepare a blog about new trends on technology/architecture/fashion etc… ? Students will be able to write an informative paragraph about prices and characteristics of a type of a product in order to compare their preferences Reading ? Students will be able to answer comprehension questions of a text on clothing in different cultures | Movies Brainstorming Charts Discussion of Pictures Cartoons Picture clues Reading short texts Roleplays Writing Short paragraphs Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 10 Shopping |  |
| HAZİRAN | 35.HAFTA(02-08) | 4 SAAT | Making comparisons Talking about different kinds of clothing and shopping Describing objects, and people | Listening ? Students will be able to categorize the descriptive vocabulary related to objects and people in a recorded text ? Students will be able to fill in the blanks in a recorded dialogue in a clothes shop Pronunciation ? Students will be able to practice intonation in comparative and superlative structures Speaking ? Students will be able to compare clothes by using key words and phrases related to shopping ? Students will be able to act out a dialogue in clothes shop Writing ? Students will be able to prepare a blog about new trends on technology/architecture/fashion etc… ? Students will be able to write an informative paragraph about prices and characteristics of a type of a product in order to compare their preferences Reading ? Students will be able to answer comprehension questions of a text on clothing in different cultures | Movies Brainstorming Charts Discussion of Pictures Cartoons Picture clues Reading short texts Roleplays Writing Short paragraphs Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Unit 10 Shopping |  |
| HAZİRAN | 36.HAFTA(09-15) | 4 SAAT | Consolidation | Listening ? Students will be able to categorize the descriptive vocabulary related to objects and people in a recorded text ? Students will be able to fill in the blanks in a recorded dialogue in a clothes shop Pronunciation ? Students will be able to practice intonation in comparative and superlative structures Speaking ? Students will be able to compare clothes by using key words and phrases related to shopping ? Students will be able to act out a dialogue in clothes shop Writing ? Students will be able to prepare a blog about new trends on technology/architecture/fashion etc… ? Students will be able to write an informative paragraph about prices and characteristics of a type of a product in order to compare their preferences Reading ? Students will be able to answer comprehension questions of a text on clothing in different cultures | Movies Brainstorming Charts Discussion of Pictures Cartoons Picture clues Reading short texts Roleplays Writing Short paragraphs Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Revision |  |
| HAZİRAN | 37.HAFTA(16-22) | 4 SAAT | Consolidation | Listening ? Students will be able to categorize the descriptive vocabulary related to objects and people in a recorded text ? Students will be able to fill in the blanks in a recorded dialogue in a clothes shop Pronunciation ? Students will be able to practice intonation in comparative and superlative structures Speaking ? Students will be able to compare clothes by using key words and phrases related to shopping ? Students will be able to act out a dialogue in clothes shop Writing ? Students will be able to prepare a blog about new trends on technology/architecture/fashion etc… ? Students will be able to write an informative paragraph about prices and characteristics of a type of a product in order to compare their preferences Reading ? Students will be able to answer comprehension questions of a text on clothing in different cultures | Movies Brainstorming Charts Discussion of Pictures Cartoons Picture clues Reading short texts Roleplays Writing Short paragraphs Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | Revision | **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.**