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

| **AY** | **HAFTA** | **SAAT** | **UNIT/THEME** | **FUNCTIONS & USEFUL LANGUAGE** | **LANGUAGE SKILLS** | **LEARNING OUTCOMES** | **TESTING & EVALUATION** | **SUGGESTED CONTEXTS, TASKS & ASSIGNMENTS** | **DEĞERLENDİRME** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| EYLÜL | 1.HAFTA(09-15) | 3 SAAT | 1 Appearance And Personality | Describing characters/people (Making simple inquiries) —What does your best friend look like? —S/he is beautiful/handsome, with curly hair and green eyes. —What is s/he like? —S/he is slimmer than me and s/he has short and dark hair. —My cousin is more outgoing than me; s/he has a lot of friends. Making simple comparisons (Giving explanations/reasons) S/he can play basketball well because s/he is taller than me. beautiful cute easy-going generous handsome honest headscarf outgoing plump punctual selfish slim smart stubborn | Listening Spoken Interaction Spoken Production Reading Writing | E7.1.L1. Students will be able to understand clear, standard speech on appearances and personalities. E7.1.SI1. Students will be able to talk about other people’s appearances and personalities. E7.1.SP1. Students will be able to report on apperances and personalities of other people. E7.1.R1. Students will be able to understand a simple text about appearances, personalities, and comparisons including explanations and reasons. E7.1.W1. Students will be able to write simple pieces to compare people. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Blogs Diaries/Journal Entries Illustrations Jokes Magazines Plays Podcasts Posters Questionnaires Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games 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. • Students prepare a poster of a famous person they like.They describe his/her appearance and personality. | **2024-2025 Eğitim-Öğretim yılı başlangıcı** |
| EYLÜL | 2.HAFTA(16-22) | 3 SAAT | 1 Appearance And Personality | Describing characters/people (Making simple inquiries) —What does your best friend look like? —S/he is beautiful/handsome, with curly hair and green eyes. —What is s/he like? —S/he is slimmer than me and s/he has short and dark hair. —My cousin is more outgoing than me; s/he has a lot of friends. Making simple comparisons (Giving explanations/reasons) S/he can play basketball well because s/he is taller than me. beautiful cute easy-going generous handsome honest headscarf outgoing plump punctual selfish slim smart stubborn | Listening Spoken Interaction Spoken Production Reading Writing | E7.1.L1. Students will be able to understand clear, standard speech on appearances and personalities. E7.1.SI1. Students will be able to talk about other people’s appearances and personalities. E7.1.SP1. Students will be able to report on apperances and personalities of other people. E7.1.R1. Students will be able to understand a simple text about appearances, personalities, and comparisons including explanations and reasons. E7.1.W1. Students will be able to write simple pieces to compare people. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| EYLÜL | 3.HAFTA(23-29) | 3 SAAT | 1 Appearance And Personality | Describing characters/people (Making simple inquiries) —What does your best friend look like? —S/he is beautiful/handsome, with curly hair and green eyes. —What is s/he like? —S/he is slimmer than me and s/he has short and dark hair. —My cousin is more outgoing than me; s/he has a lot of friends. Making simple comparisons (Giving explanations/reasons) S/he can play basketball well because s/he is taller than me. beautiful cute easy-going generous handsome honest headscarf outgoing plump punctual selfish slim smart stubborn | Listening Spoken Interaction Spoken Production Reading Writing | E7.1.L1. Students will be able to understand clear, standard speech on appearances and personalities. E7.1.SI1. Students will be able to talk about other people’s appearances and personalities. E7.1.SP1. Students will be able to report on apperances and personalities of other people. E7.1.R1. Students will be able to understand a simple text about appearances, personalities, and comparisons including explanations and reasons. E7.1.W1. Students will be able to write simple pieces to compare people. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| EKİM | 4.HAFTA(30-06) | 3 SAAT | 1 Appearance And Personality | Describing characters/people (Making simple inquiries) —What does your best friend look like? —S/he is beautiful/handsome, with curly hair and green eyes. —What is s/he like? —S/he is slimmer than me and s/he has short and dark hair. —My cousin is more outgoing than me; s/he has a lot of friends. Making simple comparisons (Giving explanations/reasons) S/he can play basketball well because s/he is taller than me. beautiful cute easy-going generous handsome honest headscarf outgoing plump punctual selfish slim smart stubborn | Listening Spoken Interaction Spoken Production Reading Writing | E7.1.L1. Students will be able to understand clear, standard speech on appearances and personalities. E7.1.SI1. Students will be able to talk about other people’s appearances and personalities. E7.1.SP1. Students will be able to report on apperances and personalities of other people. E7.1.R1. Students will be able to understand a simple text about appearances, personalities, and comparisons including explanations and reasons. E7.1.W1. Students will be able to write simple pieces to compare people. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| EKİM | 5.HAFTA(07-13) | 3 SAAT | 2 Sports | Talking about routines and daily activities —Do you often go on a diet? -I never/sometimes/often/usually/always go on a diet. —How often do you exercise/train? —Once a month./Twice a day./Three times a week. He usually goes jogging in the park. Describing what people do regularly (Giving explanations and reasons) I never/sometimes/often/ usually/ always wake up early in the mornings. S/he eats healthy food and runs once/ twice a day because s/he wants to win a medal. They are never/sometimes/often/ usually/always late to gym. achieve beat draw equipment go jogging/swimming/skating/running/… go on a diet hit indoor/outdoor injury, -ies lose medal, -s score ... a goal/a point spectator, -s success, -es train | Listening Spoken Interaction Spoken Production Reading Writing | E7.2.L1. Students will be able to recognize frequency adverbs in simple oral texts. E7.2.SI1. Students will be able to ask questions related to the frequency of events. E7.2.SP1. Students will be able to talk about routines/daily activities by using frequency adverbs and giving explanations and reasons. E7.2.R1. Students will be able to understand short and simple texts on sports. E7.2.W1. Students will be able to write pieces about routines/daily activities by using frequency adverbs. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Biographical Texts Blogs Diaries/Journal Entries E-mails Illustrations Jokes Letters Magazines News Plays Podcasts Posters Probes/Realia Questionnaires Reports Stories Tables Videos 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 choose a famous sports figure from their own or another country, and they write about his/her routines/daily activities. |  |
| EKİM | 6.HAFTA(14-20) | 3 SAAT | 2 Sports | Talking about routines and daily activities —Do you often go on a diet? -I never/sometimes/often/usually/always go on a diet. —How often do you exercise/train? —Once a month./Twice a day./Three times a week. He usually goes jogging in the park. Describing what people do regularly (Giving explanations and reasons) I never/sometimes/often/ usually/ always wake up early in the mornings. S/he eats healthy food and runs once/ twice a day because s/he wants to win a medal. They are never/sometimes/often/ usually/always late to gym. achieve beat draw equipment go jogging/swimming/skating/running/… go on a diet hit indoor/outdoor injury, -ies lose medal, -s score ... a goal/a point spectator, -s success, -es train | Listening Spoken Interaction Spoken Production Reading Writing | E7.2.L1. Students will be able to recognize frequency adverbs in simple oral texts. E7.2.SI1. Students will be able to ask questions related to the frequency of events. E7.2.SP1. Students will be able to talk about routines/daily activities by using frequency adverbs and giving explanations and reasons. E7.2.R1. Students will be able to understand short and simple texts on sports. E7.2.W1. Students will be able to write pieces about routines/daily activities by using frequency adverbs. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| EKİM | 7.HAFTA(21-27) | 3 SAAT | 2 Sports | Talking about routines and daily activities —Do you often go on a diet? -I never/sometimes/often/usually/always go on a diet. —How often do you exercise/train? —Once a month./Twice a day./Three times a week. He usually goes jogging in the park. Describing what people do regularly (Giving explanations and reasons) I never/sometimes/often/ usually/ always wake up early in the mornings. S/he eats healthy food and runs once/ twice a day because s/he wants to win a medal. They are never/sometimes/often/ usually/always late to gym. achieve beat draw equipment go jogging/swimming/skating/running/… go on a diet hit indoor/outdoor injury, -ies lose medal, -s score ... a goal/a point spectator, -s success, -es train | Listening Spoken Interaction Spoken Production Reading Writing | E7.2.L1. Students will be able to recognize frequency adverbs in simple oral texts. E7.2.SI1. Students will be able to ask questions related to the frequency of events. E7.2.SP1. Students will be able to talk about routines/daily activities by using frequency adverbs and giving explanations and reasons. E7.2.R1. Students will be able to understand short and simple texts on sports. E7.2.W1. Students will be able to write pieces about routines/daily activities by using frequency adverbs. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| EKİM-KASIM | 8.HAFTA(28-03) | 3 SAAT | CENTRAL EXAMINATION SYSTEMCENTRAL EXAMINATION SYSTEM |  | CENTRAL EXAMINATION SYSTEMCENTRAL EXAMINATION SYSTEM |  | 1,yazılı1,yazılı |  | **Cumhuriyet Bayramı** |
| KASIM | 9.HAFTA(04-10) | 3 SAAT | 3 Biographies3 Biographies | Talking about past events (Making simple inquiries) S/he was a hardworking person. S/he was alone and s/he had an interesting life. Why did s/he move to Manchester? —S/he moved to Manchester to study physics. Telling the time, days and dates S/he was born in London in 1970. S/he grew up in London and s/he stayed there until 1988. alone award, -s brilliant die get engaged/married graduate grow up move own prize, -s raise children/kidsTalking about past events (Making simple inquiries) S/he was a hardworking person. S/he was alone and s/he had an interesting life. Why did s/he move to Manchester? —S/he moved to Manchester to study physics. Telling the time, days and dates S/he was born in London in 1970. S/he grew up in London and s/he stayed there until 1988. alone award, -s brilliant die get engaged/married graduate grow up move own prize, -s raise children/kids | Listening Spoken Interaction Spoken Production Reading WritingListening Spoken Interaction Spoken Production Reading Writing | E7.3.L1. Students will be able to recognize specific information in oral texts dealing with past events and dates. E7.3.SI1. Students will be able to talk about past events with definite time. E7.3.SP1. Students will be able to describe past events and experiences. E7.3.R1. Students will be able to spot specific information about names and dates in past events in written texts. E7.3.W1. Students will be able to write a short and simple report about past events.E7.3.L1. Students will be able to recognize specific information in oral texts dealing with past events and dates. E7.3.SI1. Students will be able to talk about past events with definite time. E7.3.SP1. Students will be able to describe past events and experiences. E7.3.R1. Students will be able to spot specific information about names and dates in past events in written texts. E7.3.W1. Students will be able to write a short and simple report about past events. |  | Contexts Biographical Texts Blogs Diaries/Journal Entries E-mails Illustrations Jokes Letters Magazines News Reports Plays Podcasts Posters Questionnaires Stories Tables Videos 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 choose a scientist or a historical figure, do research about his/her life and write a short biography about him/her.Contexts Biographical Texts Blogs Diaries/Journal Entries E-mails Illustrations Jokes Letters Magazines News Reports Plays Podcasts Posters Questionnaires Stories Tables Videos 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 choose a scientist or a historical figure, do research about his/her life and write a short biography about him/her. | **Atatürk Haftası** |
| KASIM | 10.HAFTA(18-24) | 3 SAAT | 3 Biographies | Talking about past events (Making simple inquiries) S/he was a hardworking person. S/he was alone and s/he had an interesting life. Why did s/he move to Manchester? —S/he moved to Manchester to study physics. Telling the time, days and dates S/he was born in London in 1970. S/he grew up in London and s/ he stayed there until 1988. alone award, -s brilliant die get engaged/married graduate grow up move own prize, -s raise children/kids | Listening Spoken Interaction Spoken Production Reading Writing | E7.3.L1. Students will be able to recognize specific information in oral texts dealing with past events and dates. E7.3.SI1. Students will be able to talk about past events with definite time. E7.3.SP1. Students will be able to describe past events and experiences. E7.3.R1. Students will be able to spot specific information about names and dates in past events in written texts. E7.3.W1. Students will be able to write a short and simple report about past events. |  |  | **Dünya Çocuk Hakları Günü** |
| KASIM-ARALIK | 11.HAFTA(25-01) | 3 SAAT | 3 Biographies | Talking about past events (Making simple inquiries) S/he was a hardworking person. S/he was alone and s/he had an interesting life. Why did s/he move to Manchester? —S/he moved to Manchester to study physics. Telling the time, days and dates S/he was born in London in 1970. S/he grew up in London and s/ he stayed there until 1988. alone award, -s brilliant die get engaged/married graduate grow up move own prize, -s raise children/kids | Listening Spoken Interaction Spoken Production Reading Writing | E7.3.L1. Students will be able to recognize specific information in oral texts dealing with past events and dates. E7.3.SI1. Students will be able to talk about past events with definite time. E7.3.SP1. Students will be able to describe past events and experiences. E7.3.R1. Students will be able to spot specific information about names and dates in past events in written texts. E7.3.W1. Students will be able to write a short and simple report about past events. |  |  |  |
| ARALIK | 12.HAFTA(02-08) | 3 SAAT | 4 Wild Animals | Describing the frequency of actions Tigers usually hunt during the day. Making simple inquiries Where do tigers live? —They live in Asia. Which animals are now extinct? Making simple suggestions What should we do to protect wildlife? —We should protect wild animals. —We shouldn’t hunt them. Talking about past events (Giving explanations/reasons) Some animals became extinct because people hunted them for different reasons. People always harmed wild animals because they were afraid of them. attack be afraid of birds (eagle, falcon, hawk, owl …) cage, -s desert, -s enormous extinct habitat, -s harm human, -s hunt jungle, -s mammals (dolphin, elephant, giraffe, lion, shark, tiger …) poison(ous) prey reptiles (alligator, crocodile, lizard, snake …) survive | Listening Spoken Interaction Spoken Production Reading Writing | E7.4.L1. Students will be able to understand past and present events in oral texts. E7.4.L2. Students will be able to identify the names of wild animals in simple oral texts. E7.4.SI1. Students will be able to ask people questions about characteristics of wild animals. E7.4.SP1. Students will be able to make simple suggestions. E7.4.SP2. Students will be able to report on past and present events. E7.4.R1. Students will be able to understand past and present events in simple texts including explanations and reasons. E7.4.R2. Students will be able to spot the names of wild animals in simple texts. E7.4.W1. Students will be able to write pieces describing wildlife. |  |  | **Dünya Engelliler Günü** |
| ARALIK | 13.HAFTA(09-15) | 3 SAAT | 4 Wild Animals | Describing the frequency of actions Tigers usually hunt during the day. Making simple inquiries Where do tigers live? —They live in Asia. Which animals are now extinct? Making simple suggestions What should we do to protect wildlife? —We should protect wild animals. —We shouldn’t hunt them. Talking about past events (Giving explanations/reasons) Some animals became extinct because people hunted them for different reasons. People always harmed wild animals because they were afraid of them. attack be afraid of birds (eagle, falcon, hawk, owl …) cage, -s desert, -s enormous extinct habitat, -s harm human, -s hunt jungle, -s mammals (dolphin, elephant, giraffe, lion, shark, tiger …) poison(ous) prey reptiles (alligator, crocodile, lizard, snake …) survive | Listening Spoken Interaction Spoken Production Reading Writing | E7.4.L1. Students will be able to understand past and present events in oral texts. E7.4.L2. Students will be able to identify the names of wild animals in simple oral texts. E7.4.SI1. Students will be able to ask people questions about characteristics of wild animals. E7.4.SP1. Students will be able to make simple suggestions. E7.4.SP2. Students will be able to report on past and present events. E7.4.R1. Students will be able to understand past and present events in simple texts including explanations and reasons. E7.4.R2. Students will be able to spot the names of wild animals in simple texts. E7.4.W1. Students will be able to write pieces describing wildlife. |  | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Jokes Magazines News Reports Podcasts Posters Questionnaires 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 keep expanding their visual dictionary by including new vocabulary items. • Students choose two wild animals and prepare a poster describing them. Then, students make suggestions to protect wild animals. |  |
| ARALIK | 14.HAFTA(16-22) | 3 SAAT | 4 Wild Animals | Describing the frequency of actions Tigers usually hunt during the day. Making simple inquiries Where do tigers live? —They live in Asia. Which animals are now extinct? Making simple suggestions What should we do to protect wildlife? —We should protect wild animals. —We shouldn’t hunt them. Talking about past events (Giving explanations/reasons) Some animals became extinct because people hunted them for different reasons. People always harmed wild animals because they were afraid of them. attack be afraid of birds (eagle, falcon, hawk, owl …) cage, -s desert, -s enormous extinct habitat, -s harm human, -s hunt jungle, -s mammals (dolphin, elephant, giraffe, lion, shark, tiger …) poison(ous) prey reptiles (alligator, crocodile, lizard, snake …) survive | Listening Spoken Interaction Spoken Production Reading Writing | E7.4.L1. Students will be able to understand past and present events in oral texts. E7.4.L2. Students will be able to identify the names of wild animals in simple oral texts. E7.4.SI1. Students will be able to ask people questions about characteristics of wild animals. E7.4.SP1. Students will be able to make simple suggestions. E7.4.SP2. Students will be able to report on past and present events. E7.4.R1. Students will be able to understand past and present events in simple texts including explanations and reasons. E7.4.R2. Students will be able to spot the names of wild animals in simple texts. E7.4.W1. Students will be able to write pieces describing wildlife. |  |  |  |
| ARALIK | 15.HAFTA(23-29) | 3 SAAT |  |  |  |  | 2.yazılı |  |  |
| ARALIK-OCAK | 16.HAFTA(30-05) | 3 SAAT | 5 Television | Describing what people do regularly I never/sometimes/often/usually/always watch football matches at weekends. I can’t wait for it. Expressing preferences I prefer movies to TV series. S/he prefers talk shows to reality shows. My favorite TV program is … Stating personal opinions Talk shows are usually amusing, but I think reality shows are pretty boring. Talking about past events Did you watch the wild life documentary last night? —I watched it last night, and it was fantastic. appear channel, -s commercial, -s director, -s discussion, -s documentary, -ies news quiz show, -s reality show, -s recommend remote control, -s series sitcom, -s soap opera, -s talk show, -s | Listening Spoken Interaction Spoken Production Reading Writing | E7.5.L1. Students will be able to understand simple oral texts about daily routines and preferences. E7.5.SI1. Students will be able to ask questions about preferences of other people. E7.5.SI2. Students will be able to talk about past events and personal experiences. E7.5.SP1. Students will be able to state their preferences. E7.5.SP2. Students will be able to describe past events in a simple way. E7.5.R1. Students will be able to understand simple texts about daily routines and preferences. E7.5.R2. Students will be able to understand simple texts about past events. E7.5.W1. Students will be able to write pieces about daily routines and preferences. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  | **Yılbaşı Tatili** |
| OCAK | 17.HAFTA(06-12) | 3 SAAT | 5 Television | Describing what people do regularly I never/sometimes/often/usually/always watch football matches at weekends. I can’t wait for it. Expressing preferences I prefer movies to TV series. S/he prefers talk shows to reality shows. My favorite TV program is … Stating personal opinions Talk shows are usually amusing, but I think reality shows are pretty boring. Talking about past events Did you watch the wild life documentary last night? —I watched it last night, and it was fantastic. appear channel, -s commercial, -s director, -s discussion, -s documentary, -ies news quiz show, -s reality show, -s recommend remote control, -s series sitcom, -s soap opera, -s talk show, -s | Listening Spoken Interaction Spoken Production Reading Writing | E7.5.L1. Students will be able to understand simple oral texts about daily routines and preferences. E7.5.SI1. Students will be able to ask questions about preferences of other people. E7.5.SI2. Students will be able to talk about past events and personal experiences. E7.5.SP1. Students will be able to state their preferences. E7.5.SP2. Students will be able to describe past events in a simple way. E7.5.R1. Students will be able to understand simple texts about daily routines and preferences. E7.5.R2. Students will be able to understand simple texts about past events. E7.5.W1. Students will be able to write pieces about daily routines and preferences. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Advertisements Blogs Diaries/Journal Entries E-mails Illustrations Magazines News Reports Podcasts Posters Questionnaires 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 choose two types of TV programs that they frequently watch and prepare a poster giving information about the programs. |  |
| OCAK | 18.HAFTA(13-19) | 3 SAAT | 5 Television | Describing what people do regularly I never/sometimes/often/usually/always watch football matches at weekends. I can’t wait for it. Expressing preferences I prefer movies to TV series. S/he prefers talk shows to reality shows. My favorite TV program is … Stating personal opinions Talk shows are usually amusing, but I think reality shows are pretty boring. Talking about past events Did you watch the wild life documentary last night? —I watched it last night, and it was fantastic. appear channel, -s commercial, -s director, -s discussion, -s documentary, -ies news quiz show, -s reality show, -s recommend remote control, -s series sitcom, -s soap opera, -s talk show, -s | Listening Spoken Interaction Spoken Production Reading Writing | E7.5.L1. Students will be able to understand simple oral texts about daily routines and preferences. E7.5.SI1. Students will be able to ask questions about preferences of other people. E7.5.SI2. Students will be able to talk about past events and personal experiences. E7.5.SP1. Students will be able to state their preferences. E7.5.SP2. Students will be able to describe past events in a simple way. E7.5.R1. Students will be able to understand simple texts about daily routines and preferences. E7.5.R2. Students will be able to understand simple texts about past events. E7.5.W1. Students will be able to write pieces about daily routines and preferences. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  | **Birinci Dönemin Sona Ermesi** |
| ŞUBAT | 19.HAFTA(03-09) | 3 SAAT | 6 Celebrations | Making simple suggestions (Accepting and refusing) Would you like some cake? —Yes, please. Just a little. I’ll get a sandwich. Would you like one? —No, thanks. I am full. Making arrangements and sequencing the actions It is easy to organize a birthday party. First, you should prepare a guest list. Then, you should decorate your place. Finally, you should prepare lots of food. Expressing needs and quantity We need some/a lot of balloons. I have a lot of/many/one or two/some presents. arrange attend beverage, -s decorate fancy guest, -s host, -s invitation card/message invite organize refuse wrap | Listening Spoken Interaction Spoken Production Reading Writing | E7.6.L1. Students will be able to recognize utterances related to suggestions, needs and quantity of things. E7.6.SI1. Students will be able to talk about arrangements and sequences of actions. E7.6.SP1. Students will be able to make suggestions. E7.6.SP2. Students will be able to express needs and quantity. E7.6.R1. Students will be able to understand texts about celebrations. E7.6.W1. Students will be able to write invitation cards. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  | **İkinci Yarıyıl Başlangıcı** |
| ŞUBAT | 20.HAFTA(10-16) | 3 SAAT | 6 Celebrations | Making simple suggestions (Accepting and refusing) Would you like some cake? —Yes, please. Just a little. I’ll get a sandwich. Would you like one? —No, thanks. I am full. Making arrangements and sequencing the actions It is easy to organize a birthday party. First, you should prepare a guest list. Then, you should decorate your place. Finally, you should prepare lots of food. Expressing needs and quantity We need some/a lot of balloons. I have a lot of/many/one or two/some presents. arrange attend beverage, -s decorate fancy guest, -s host, -s invitation card/message invite organize refuse wrap | Listening Spoken Interaction Spoken Production Reading Writing | E7.6.L1. Students will be able to recognize utterances related to suggestions, needs and quantity of things. E7.6.SI1. Students will be able to talk about arrangements and sequences of actions. E7.6.SP1. Students will be able to make suggestions. E7.6.SP2. Students will be able to express needs and quantity. E7.6.R1. Students will be able to understand texts about celebrations. E7.6.W1. Students will be able to write invitation cards. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| ŞUBAT | 21.HAFTA(17-23) | 3 SAAT | 6 Celebrations | Making simple suggestions (Accepting and refusing) Would you like some cake? —Yes, please. Just a little. I’ll get a sandwich. Would you like one? —No, thanks. I am full. Making arrangements and sequencing the actions It is easy to organize a birthday party. First, you should prepare a guest list. Then, you should decorate your place. Finally, you should prepare lots of food. Expressing needs and quantity We need some/a lot of balloons. I have a lot of/many/one or two/some presents. arrange attend beverage, -s decorate fancy guest, -s host, -s invitation card/message invite organize refuse wrap | Listening Spoken Interaction Spoken Production Reading Writing | E7.6.L1. Students will be able to recognize utterances related to suggestions, needs and quantity of things. E7.6.SI1. Students will be able to talk about arrangements and sequences of actions. E7.6.SP1. Students will be able to make suggestions. E7.6.SP2. Students will be able to express needs and quantity. E7.6.R1. Students will be able to understand texts about celebrations. E7.6.W1. Students will be able to write invitation cards. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Advertisements Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines News Reports Notes and Messages Podcasts Posters Questionnaires 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 keep expanding their visual dictionary by including new vocabulary items. • Students organize a birthday party. They prepare a list for needs, guests and food. They also prepare an invitation card. |  |
| ŞUBAT-MART | 22.HAFTA(24-02) | 3 SAAT | 7 Dreams | Making predictions —Will they be the champion? —I hope so. Do you think so? —I hope so./I hope not. —What is your dream for the future? —I will definitely go to university, but I may not live in a big city. I may get married. The world will be a more peaceful place. The Internet will become more popular. believe career dream excellent guess imagine make a guess peaceful predict probably receive trick, -s | Listening Spoken Interaction Spoken Production Reading Writing | E7.7.L1. Students will be able to understand utterances about predictions and future events in simple oral texts. E7.7.SI1. Students will be able to talk about simple predictions. E7.7.SP1. Students will be able to report on simple predictions. E7.7.R1. Students will be able to understand short and simple texts about predictions. E7.7.W1. Students will be able to write pieces about predictions and future events. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| MART | 23.HAFTA(03-09) | 3 SAAT | 7 Dreams | Making predictions —Will they be the champion? —I hope so. Do you think so? —I hope so./I hope not. —What is your dream for the future? —I will definitely go to university, but I may not live in a big city. I may get married. The world will be a more peaceful place. The Internet will become more popular. believe career dream excellent guess imagine make a guess peaceful predict probably receive trick, -s | Listening Spoken Interaction Spoken Production Reading Writing | E7.7.L1. Students will be able to understand utterances about predictions and future events in simple oral texts. E7.7.SI1. Students will be able to talk about simple predictions. E7.7.SP1. Students will be able to report on simple predictions. E7.7.R1. Students will be able to understand short and simple texts about predictions. E7.7.W1. Students will be able to write pieces about predictions and future events. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| MART | 24.HAFTA(10-16) | 3 SAAT | 7 Dreams | Making predictions —Will they be the champion? —I hope so. Do you think so? —I hope so./I hope not. —What is your dream for the future? —I will definitely go to university, but I may not live in a big city. I may get married. The world will be a more peaceful place. The Internet will become more popular. believe career dream excellent guess imagine make a guess peaceful predict probably receive trick, -s | Listening Spoken Interaction Spoken Production Reading Writing | E7.7.L1. Students will be able to understand utterances about predictions and future events in simple oral texts. E7.7.SI1. Students will be able to talk about simple predictions. E7.7.SP1. Students will be able to report on simple predictions. E7.7.R1. Students will be able to understand short and simple texts about predictions. E7.7.W1. Students will be able to write pieces about predictions and future events. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines News Reports Notes and Messages Podcasts Posters Questionnaires 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 write a simple letter about their dreams and expectations from the future. • Students keep expanding their visual dictionary by including new vocabulary items. | **İstiklâl Marşı’nın Kabulü ve Mehmet Akif Ersoy’u Anma Günü** |
| MART | 25.HAFTA(17-23) | 3 SAAT | 8 Public Buildings | Giving explanations/reasons You should play in the new park to make friends. S/he can go to shopping malls to buy anything. You may go to the police station to report the burglary. I usually visit the hospital to see my doctor. S/he went to the cinema to watch a documentary about wild life. They went to the bookshop to buy a sports magazine. amusement park, -s art gallery, -ies bakery, -ies chemist’s city hall coffee shop, -s department store, -s fire station game/music store, -s governorship grocery, -ies movie theater, -s municipal office municipality, -ies police station shopping mall, -s | Listening Spoken Interaction | E7.8.L1. Students will be able to recognize the names of the public buildings. E7.8.L2. Students will be able to understand explanations with reasons. E7.8.SI1. Students will be able to give explanations with reasons. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. |  | **Şehitler Günü** |
| MART | 26.HAFTA(24-30) | 3 SAAT | CENTRAL EXAMINATION SYSTEM |  | CENTRAL EXAMINATION SYSTEM |  | 1,yazılı |  |  |
| NİSAN | 27.HAFTA(07-13) | 3 SAAT | 8 Public Buildings | Giving explanations/reasons You should play in the new park to make friends. S/he can go to shopping malls to buy anything. You may go to the police station to report the burglary. I usually visit the hospital to see my doctor. S/he went to the cinema to watch a documentary about wild life. They went to the bookshop to buy a sports magazine. amusement park, -s art gallery, -ies bakery, -ies chemist’s city hall coffee shop, -s department store, -s fire station game/music store, -s governorship grocery, -ies movie theater, -s municipal office municipality, -ies police station shopping mall, -s | Spoken Production Reading Writing | E7.8.SP1. Students will be able to report on explanations with reasons. E7.8.R1. Students will be able to understand simple expressions and recognize familiar words about explanations with reasons. E7.8.W1. Students will be able to write pieces about explanations with reasons. | Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps 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 prepare a map of their neighborhood, including public buildings, and write why they go to each of these places. |  |
| NİSAN | 28.HAFTA(14-20) | 3 SAAT | 8 Public Buildings | Giving explanations/reasons You should play in the new park to make friends. S/he can go to shopping malls to buy anything. You may go to the police station to report the burglary. I usually visit the hospital to see my doctor. S/he went to the cinema to watch a documentary about wild life. They went to the bookshop to buy a sports magazine. amusement park, -s art gallery, -ies bakery, -ies chemist’s city hall coffee shop, -s department store, -s fire station game/music store, -s governorship grocery, -ies movie theater, -s municipal office municipality, -ies police station shopping mall, -s | Spoken Production Reading Writing | E7.8.SP1. Students will be able to report on explanations with reasons. E7.8.R1. Students will be able to understand simple expressions and recognize familiar words about explanations with reasons. E7.8.W1. Students will be able to write pieces about explanations with reasons. | Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| NİSAN | 29.HAFTA(21-27) | 3 SAAT | 9 Environment | Describing simple processes First, get the seeds. Then, plant and water them. Expressing obligation What should we do for our environment? —We have to start using public transportation. —Stop polluting the rivers. We must stop destroying forests. Giving explanations/reasons Rain forests are important because they are necessary for oxygen. We should protect wild animals because they are important for the balance of the nature. balance climate, -s eco-friendly efficient global warming green house effect increase nature protect pollute/pollution recycle renewable responsible solar/wind energy take action temperature threaten waste | Listening Spoken Interaction Spoken Production Reading Writing | E7.9.L1. Students will be able to understand phrases and the highest frequency vocabulary about environment. E7.9.L2. Students will be able to follow how a simple process is described in clear oral texts. E7.9.SI1. Students will be able to talk about obligations. E7.9.SI2. Students will be able to give simple instructions for a specific process. E7.9.SP1. Students will be able to give a simple description or presentation of a process. E7.9.R1. Students will be able to identify specific information in various texts about environment. E7.9.W1. Students will be able to write short, simple messages about environment. E7.9.W2. Students will be able to write short description of a process. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps 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 prepare a map of their neighborhood, including public buildings, and write why they go to each of these places. | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** |
| NİSAN-MAYIS | 30.HAFTA(28-04) | 3 SAAT | 9 Environment | Describing simple processes First, get the seeds. Then, plant and water them. Expressing obligation What should we do for our environment? —We have to start using public transportation. —Stop polluting the rivers. We must stop destroying forests. Giving explanations/reasons Rain forests are important because they are necessary for oxygen. We should protect wild animals because they are important for the balance of the nature. balance climate, -s eco-friendly efficient global warming green house effect increase nature protect pollute/pollution recycle renewable responsible solar/wind energy take action temperature threaten waste | Listening Spoken Interaction Spoken Production Reading Writing | E7.9.L1. Students will be able to understand phrases and the highest frequency vocabulary about environment. E7.9.L2. Students will be able to follow how a simple process is described in clear oral texts. E7.9.SI1. Students will be able to talk about obligations. E7.9.SI2. Students will be able to give simple instructions for a specific process. E7.9.SP1. Students will be able to give a simple description or presentation of a process. E7.9.R1. Students will be able to identify specific information in various texts about environment. E7.9.W1. Students will be able to write short, simple messages about environment. E7.9.W2. Students will be able to write short description of a process. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  | **1 Mayıs İşçi Bayramı** |
| MAYIS | 31.HAFTA(05-11) | 3 SAAT | 9 Environment | Describing simple processes First, get the seeds. Then, plant and water them. Expressing obligation What should we do for our environment? —We have to start using public transportation. —Stop polluting the rivers. We must stop destroying forests. Giving explanations/reasons Rain forests are important because they are necessary for oxygen. We should protect wild animals because they are important for the balance of the nature. balance climate, -s eco-friendly efficient global warming green house effect increase nature protect pollute/pollution recycle renewable responsible solar/wind energy take action temperature threaten waste | Listening Spoken Interaction Spoken Production Reading Writing | E7.9.L1. Students will be able to understand phrases and the highest frequency vocabulary about environment. E7.9.L2. Students will be able to follow how a simple process is described in clear oral texts. E7.9.SI1. Students will be able to talk about obligations. E7.9.SI2. Students will be able to give simple instructions for a specific process. E7.9.SP1. Students will be able to give a simple description or presentation of a process. E7.9.R1. Students will be able to identify specific information in various texts about environment. E7.9.W1. Students will be able to write short, simple messages about environment. E7.9.W2. Students will be able to write short description of a process. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps 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 prepare a map of their neighborhood, including public buildings, and write why they go to each of these places. |  |
| MAYIS | 32.HAFTA(12-18) | 3 SAAT | 10 Planets | Making simple comparisons —Jupiter is larger than Saturn. —Uranus is cooler than Saturn. Talking about past events When did scientists discover Pluto? In 2003, the Mars Exploration Mission began. They discovered evidence of water. Making simple inquiries Is there any water on the surface of Mars? Is there life in other planets? What do you know about our solar system? What do you know about planets? atmosphere evidence explore galaxy gravity meteor moon, -s observe orbit planet, -s proof rescue satellite, -s shower, -s solar system, -s space shuttle, -s surface, -s universe | Listening Spoken Interaction Spoken Production | E7.10.L1. Students will be able to identify the discussion topic about popular science in simple oral texts. E7.10.SI1. Students will be able to make simple comparisons. E7.10.SI2. Students will be able to talk about past events. E7.10.SP1. Students will be able to report on general truths in various ways. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. | Contexts Advertisement Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a poster showing the ways of protecting our environment. |  |
| MAYIS | 33.HAFTA(19-25) | 3 SAAT | 10 Planets | Making simple comparisons —Jupiter is larger than Saturn. —Uranus is cooler than Saturn. Talking about past events When did scientists discover Pluto? In 2003, the Mars Exploration Mission began. They discovered evidence of water. Making simple inquiries Is there any water on the surface of Mars? Is there life in other planets? What do you know about our solar system? What do you know about planets? atmosphere evidence explore galaxy gravity meteor moon, -s observe orbit planet, -s proof rescue satellite, -s shower, -s solar system, -s space shuttle, -s surface, -s universe | Listening Spoken Interaction Spoken Production | E7.10.L1. Students will be able to identify the discussion topic about popular science in simple oral texts. E7.10.SI1. Students will be able to make simple comparisons. E7.10.SI2. Students will be able to talk about past events. E7.10.SP1. Students will be able to report on general truths in various ways. | Listening Different variations of matching (…the sentences with paragraphs … pictures with the sentences, etc.),Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. |  | **19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı** |
| MAYIS-HAZİRAN | 34.HAFTA(26-01) | 3 SAAT | CENTRAL EXAMINATION SYSTEM |  | CENTRAL EXAMINATION SYSTEM |  | 2.yazılı |  |  |
| HAZİRAN | 35.HAFTA(02-08) | 3 SAAT | 10 Planets | Making simple comparisons —Jupiter is larger than Saturn. —Uranus is cooler than Saturn. Talking about past events When did scientists discover Pluto? In 2003, the Mars Exploration Mission began. They discovered evidence of water. Making simple inquiries Is there any water on the surface of Mars? Is there life in other planets? What do you know about our solar system? What do you know about planets? atmosphere evidence explore galaxy gravity meteor moon, -s observe orbit planet, -s proof rescue satellite, -s shower, -s solar system, -s space shuttle, -s surface, -s universe | Reading Writing | E7.10.R1. Students will be able to identify specific information in various texts about facts and general truths. E7.10.R2. Students will be able to identify specific information about past events. E7.10.W1. Students will be able to write short and basic descriptions of facts and general truths | Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires 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 complete and reflect on their visual dictionaries. • Students prepare a poster about our solar system and give information about the planets. |  |
| HAZİRAN | 36.HAFTA(09-15) | 3 SAAT | 10 Planets | Making simple comparisons —Jupiter is larger than Saturn. —Uranus is cooler than Saturn. Talking about past events When did scientists discover Pluto? In 2003, the Mars Exploration Mission began. They discovered evidence of water. Making simple inquiries Is there any water on the surface of Mars? Is there life in other planets? What do you know about our solar system? What do you know about planets? atmosphere evidence explore galaxy gravity meteor moon, -s observe orbit planet, -s proof rescue satellite, -s shower, -s solar system, -s space shuttle, -s surface, -s universe | Reading Writing | E7.10.R1. Students will be able to identify specific information in various texts about facts and general truths. E7.10.R2. Students will be able to identify specific information about past events. E7.10.W1. Students will be able to write short and basic descriptions of facts and general truths | Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  |  |
| HAZİRAN | 37.HAFTA(16-22) | 3 SAAT | 10 Planets | Making simple comparisons —Jupiter is larger than Saturn. —Uranus is cooler than Saturn. Talking about past events When did scientists discover Pluto? In 2003, the Mars Exploration Mission began. They discovered evidence of water. Making simple inquiries Is there any water on the surface of Mars? Is there life in other planets? What do you know about our solar system? What do you know about planets? atmosphere evidence explore galaxy gravity meteor moon, -s observe orbit planet, -s proof rescue satellite, -s shower, -s solar system, -s space shuttle, -s surface, -s universe | Reading Writing | E7.10.R1. Students will be able to identify specific information in various texts about facts and general truths. E7.10.R2. Students will be able to identify specific information about past events. E7.10.W1. Students will be able to write short and basic descriptions of facts and general truths | Reading Different variations of matching (…the sentences with paragraphs, … pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle,Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart(Information transfer), Understanding the author’s intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement |  | **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.**