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

| **AY** | **HAFTA** | **SAAT** | **FUNCTIONS** | **TOPICS** | **LANGUAGE TASKS AND STUDY SKILLS/METHODS** | **MATERIALS** | **DEĞERLENDİRME** |
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| EYLÜL | 1.HAFTA(09-15) | 3 SAAT | Describing what people do regularly (Making simple inquiries) Telling the time, days and dates | Unit 1: Life | Listening • Students will be able to recognize phrases, words, and expressions related to repeated actions. Students will be able to talk about repeated actions. Spoken Production • Students will be able to use a series of phrases and simple expressions to express their repeated actions. • Students will be able to tell the time and days. Reading • Students will be able to understand short and simple texts, such as personal narratives about repeated actions. | Contexts Advertisements Cartoons - Charts Conversations Illustrations - Lists - Notices Picture strip story Postcards - Posters - Songs Stories - Tables Videos - Websites Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games - Information Transfer Labeling Matching Questions and Answers Reordering True/False/No information Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students conduct a survey about their classmates’ favorite school/after-school activities and prepare a poster. | **2019-2020 Eğitim-Öğretim yılı başlangıcı** |
| EYLÜL | 2.HAFTA(16-22) | 3 SAAT | Describing what people do regularly (Making simple inquiries) Telling the time, days and dates | Unit 1: Life | Listening • Students will be able to recognize phrases, words, and expressions related to repeated actions. Students will be able to talk about repeated actions. Spoken Production • Students will be able to use a series of phrases and simple expressions to express their repeated actions. • Students will be able to tell the time and days. Reading • Students will be able to understand short and simple texts, such as personal narratives about repeated actions. | Contexts Advertisements Cartoons - Charts Conversations Illustrations - Lists - Notices Picture strip story Postcards - Posters - Songs Stories - Tables Videos - Websites Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games - Information Transfer Labeling Matching Questions and Answers Reordering True/False/No information Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students conduct a survey about their classmates’ favorite school/after-school activities and prepare a poster. |  |
| EYLÜL | 3.HAFTA(23-29) | 3 SAAT | Describing what people do regularly (Making simple inquiries) Telling the time, days and dates | Unit 1: Life | Listening • Students will be able to recognize phrases, words, and expressions related to repeated actions. Students will be able to talk about repeated actions. Spoken Production • Students will be able to use a series of phrases and simple expressions to express their repeated actions. • Students will be able to tell the time and days. Reading • Students will be able to understand short and simple texts, such as personal narratives about repeated actions. | Contexts Advertisements Cartoons - Charts Conversations Illustrations - Lists - Notices Picture strip story Postcards - Posters - Songs Stories - Tables Videos - Websites Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games - Information Transfer Labeling Matching Questions and Answers Reordering True/False/No information Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students conduct a survey about their classmates’ favorite school/after-school activities and prepare a poster. |  |
| EYLÜL-EKİM | 4.HAFTA(30-06) | 3 SAAT | Accepting and refusing Describing what people do regularly Expressing likes and dislikes | Unit 2: Yummy Breakfast | Listening • Students will be able to identify the names of different food in an oral text. Spoken Interaction • Students will be able to ask people about their food preferences. Spoken Production • Students will be able to express their opinions about the food they like and don’t like. Reading • Students will be able to understand short and simple texts about food and preferences. • Students will be able to understand the label of food products. | Contexts Advertisements Cartoons Charts Conversations Illustrations - Lists - Menus Notices Picture strip story Postcards - Posters - Songs Stories - Tables Videos - Websites Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information - Transfer Labeling Questions and Answers True/False/No information Assignments • Students prepare a poster that shows and categorizes different food and drinks for breakfast. • In pairs students act out a role play about the food and drinks they like/don’t like. |  |
| EKİM | 5.HAFTA(07-13) | 3 SAAT | Accepting and refusing Describing what people do regularly Expressing likes and dislikes | Unit 2: Yummy Breakfast | Listening • Students will be able to identify the names of different food in an oral text. Spoken Interaction • Students will be able to ask people about their food preferences. Spoken Production • Students will be able to express their opinions about the food they like and don’t like. Reading • Students will be able to understand short and simple texts about food and preferences. • Students will be able to understand the label of food products. | Contexts Advertisements Cartoons Charts Conversations Illustrations - Lists - Menus Notices Picture strip story Postcards - Posters - Songs Stories - Tables Videos - Websites Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information - Transfer Labeling Questions and Answers True/False/No information Assignments • Students prepare a poster that shows and categorizes different food and drinks for breakfast. • In pairs students act out a role play about the food and drinks they like/don’t like. |  |
| EKİM | 6.HAFTA(14-20) | 3 SAAT | Accepting and refusing Describing what people do regularly Expressing likes and dislikes | Unit 2: Yummy Breakfast | Listening • Students will be able to identify the names of different food in an oral text. Spoken Interaction • Students will be able to ask people about their food preferences. Spoken Production • Students will be able to express their opinions about the food they like and don’t like. Reading • Students will be able to understand short and simple texts about food and preferences. • Students will be able to understand the label of food products. | Contexts Advertisements Cartoons Charts Conversations Illustrations - Lists - Menus Notices Picture strip story Postcards - Posters - Songs Stories - Tables Videos - Websites Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information - Transfer Labeling Questions and Answers True/False/No information Assignments • Students prepare a poster that shows and categorizes different food and drinks for breakfast. • In pairs students act out a role play about the food and drinks they like/don’t like. |  |
| EKİM | 7.HAFTA(21-27) | 3 SAAT | Describing places (Making comparisons) Describing what people are doing now (Making simple inquiries) | Unit 3: Downtown | Listening • Students will be able to identify expressions and phrases related to present events. • Students will be able to pick up the expressions in a dialogue comparing things. Spoken Interaction • Students will be able to ask people questions about what they are doing at the moment. • Students will be able to ask people to compare things. Spoken Production • Students will be able to describe people doing different actions. • Students will be able to make comparisons between two things. Reading • Students will be able to understand visually supported, short and simple texts. | Contexts Brochures Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Games Labeling Matching Question and Answers True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students take/draw a picture of their street/ neighborhood in the morning and describe what everyone is doing (they can use professions as well). • Students prepare a poster comparing their hometown with another city. |  |
| EKİM-KASIM | 8.HAFTA(28-03) | 3 SAAT | Describing places (Making comparisons) Describing what people are doing now (Making simple inquiries)Describing places (Making comparisons) Describing what people are doing now (Making simple inquiries) | Unit 3: DowntownUnit 3: Downtown | Listening • Students will be able to identify expressions and phrases related to present events. • Students will be able to pick up the expressions in a dialogue comparing things. Spoken Interaction • Students will be able to ask people questions about what they are doing at the moment. • Students will be able to ask people to compare things. Spoken Production • Students will be able to describe people doing different actions. • Students will be able to make comparisons between two things. Reading • Students will be able to understand visually supported, short and simple texts.Listening • Students will be able to identify expressions and phrases related to present events. • Students will be able to pick up the expressions in a dialogue comparing things. Spoken Interaction • Students will be able to ask people questions about what they are doing at the moment. • Students will be able to ask people to compare things. Spoken Production • Students will be able to describe people doing different actions. • Students will be able to make comparisons between two things. Reading • Students will be able to understand visually supported, short and simple texts. | Contexts Brochures Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Games Labeling Matching Question and Answers True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students take/draw a picture of their street/ neighborhood in the morning and describe what everyone is doing (they can use professions as well). • Students prepare a poster comparing their hometown with another city.Contexts Brochures Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Games Labeling Matching Question and Answers True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students take/draw a picture of their street/ neighborhood in the morning and describe what everyone is doing (they can use professions as well). • Students prepare a poster comparing their hometown with another city. | **Cumhuriyet Bayramı** |
| KASIM | 9.HAFTA(04-10) | 3 SAAT | Describing places (Making comparisons) Describing what people are doing now (Making simple inquiries) | Unit 3: Downtown | Listening • Students will be able to identify expressions and phrases related to present events. • Students will be able to pick up the expressions in a dialogue comparing things. Spoken Interaction • Students will be able to ask people questions about what they are doing at the moment. • Students will be able to ask people to compare things. Spoken Production • Students will be able to describe people doing different actions. • Students will be able to make comparisons between two things. Reading • Students will be able to understand visually supported, short and simple texts. | Contexts Brochures Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Games Labeling Matching Question and Answers True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students take/draw a picture of their street/ neighborhood in the morning and describe what everyone is doing (they can use professions as well). • Students prepare a poster comparing their hometown with another city. | **Kızılay Haftası** |
| KASIM | 10.HAFTA(11-17) | 3 SAAT | Describing the weather Making simple inquiries Expressing emotions | Unit 4: Weather and Emotions | Listening • Students will be able to pick up specific information from short oral texts about weather conditions and emotions. Spoken Interaction • Students will be able to ask people about the weather. Spoken Production • Students will be able to talk about the weather and their emotions in a simple way. Reading • Students will be able to understand short and simple texts about the weather, weather conditions and emotions. | Contexts Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information Assignments • Students prepare a chart for weather forecast and include visuals in the chart. • Students act out weather conditions by using different emotions in various situations. |  |
| KASIM-ARALIK | 11.HAFTA(25-01) | 3 SAAT | Describing the weather Making simple inquiries Expressing emotions | Unit 4: Weather and Emotions | Listening • Students will be able to pick up specific information from short oral texts about weather conditions and emotions. Spoken Interaction • Students will be able to ask people about the weather. Spoken Production • Students will be able to talk about the weather and their emotions in a simple way. Reading • Students will be able to understand short and simple texts about the weather, weather conditions and emotions. | Contexts Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information Assignments • Students prepare a chart for weather forecast and include visuals in the chart. • Students act out weather conditions by using different emotions in various situations. |  |
| ARALIK | 12.HAFTA(02-08) | 3 SAAT | Describing the weather Making simple inquiries Expressing emotions | Unit 4: Weather and Emotions | Listening • Students will be able to pick up specific information from short oral texts about weather conditions and emotions. Spoken Interaction • Students will be able to ask people about the weather. Spoken Production • Students will be able to talk about the weather and their emotions in a simple way. Reading • Students will be able to understand short and simple texts about the weather, weather conditions and emotions. | Contexts Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information Assignments • Students prepare a chart for weather forecast and include visuals in the chart. • Students act out weather conditions by using different emotions in various situations. | **Dünya Engelliler Günü** |
| ARALIK | 13.HAFTA(09-15) | 3 SAAT | Describing the weather Making simple inquiries Expressing emotions | Unit 4: Weather and Emotions | Listening • Students will be able to pick up specific information from short oral texts about weather conditions and emotions. Spoken Interaction • Students will be able to ask people about the weather. Spoken Production • Students will be able to talk about the weather and their emotions in a simple way. Reading • Students will be able to understand short and simple texts about the weather, weather conditions and emotions. | Contexts Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information Assignments • Students prepare a chart for weather forecast and include visuals in the chart. • Students act out weather conditions by using different emotions in various situations. |  |
| ARALIK | 14.HAFTA(16-22) | 3 SAAT | Describing places Expressing feelings Expressing likes and dislikes Stating personal opinions | Unit 5: At The Fair | Listening • Students will be able to recognize the words related to the expression of emotions. Spoken Interaction • Students will be able to talk about and express the feelings and personal opinions about places and things. Spoken Production • Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. Reading • Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. • Students will be able to read specific information on a poster about a certain place. | Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Posters Songs Stories Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • In groups, students prepare a poster of a fair and then they talk about their feelings and personal opinions concerning the fair poster. |  |
| ARALIK | 15.HAFTA(23-29) | 3 SAAT | Describing places Expressing feelings Expressing likes and dislikes Stating personal opinions | Unit 5: At The Fair | Listening • Students will be able to recognize the words related to the expression of emotions. Spoken Interaction • Students will be able to talk about and express the feelings and personal opinions about places and things. Spoken Production • Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. Reading • Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. • Students will be able to read specific information on a poster about a certain place. | Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Posters Songs Stories Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • In groups, students prepare a poster of a fair and then they talk about their feelings and personal opinions concerning the fair poster. |  |
| ARALIK-OCAK | 16.HAFTA(30-05) | 3 SAAT | Describing places Expressing feelings Expressing likes and dislikes Stating personal opinions | Unit 5: At The Fair | Listening • Students will be able to recognize the words related to the expression of emotions. Spoken Interaction • Students will be able to talk about and express the feelings and personal opinions about places and things. Spoken Production • Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. Reading • Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. • Students will be able to read specific information on a poster about a certain place. | Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Posters Songs Stories Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • In groups, students prepare a poster of a fair and then they talk about their feelings and personal opinions concerning the fair poster. | **Yılbaşı Tatili** |
| OCAK | 17.HAFTA(06-12) | 3 SAAT | Describing places Expressing feelings Expressing likes and dislikes Stating personal opinions | Unit 5: At The Fair | Listening • Students will be able to recognize the words related to the expression of emotions. Spoken Interaction • Students will be able to talk about and express the feelings and personal opinions about places and things. Spoken Production • Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. Reading • Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. • Students will be able to read specific information on a poster about a certain place. | Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Posters Songs Stories Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • In groups, students prepare a poster of a fair and then they talk about their feelings and personal opinions concerning the fair poster. |  |
| OCAK | 18.HAFTA(13-19) | 3 SAAT | Describing places Expressing feelings Expressing likes and dislikes Stating personal opinions | Unit 5: At The Fair | Listening • Students will be able to recognize the words related to the expression of emotions. Spoken Interaction • Students will be able to talk about and express the feelings and personal opinions about places and things. Spoken Production • Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. Reading • Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. • Students will be able to read specific information on a poster about a certain place. | Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Posters Songs Stories Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • In groups, students prepare a poster of a fair and then they talk about their feelings and personal opinions concerning the fair poster. | **Birinci Dönemin Sona Ermesi** |
| ŞUBAT | 19.HAFTA(03-19) | 3 SAAT | Talking about past occupations Asking personal questions Telling the time, days and dates | Unit 6: Occupations | Listening • Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts. • Students will be able to understand the time, days and dates. Spoken Interaction • Students will be able to talk about occupations. Spoken Production • Students will be able to ask personal questions. • Students will be able to state the dates. Reading • Students will be able to understand familiar words and simple sentences about occupations and the dates. Writing Students will be able to produce a piece of writing about occupations and the dates. | Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students find out the occupations of their family members and write what they do. | **İkinci Yarıyıl Başlangıcı** |
| ŞUBAT | 20.HAFTA(10-16) | 3 SAAT | Talking about past occupations Asking personal questions Telling the time, days and dates | Unit 6: Occupations | Listening • Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts. • Students will be able to understand the time, days and dates. Spoken Interaction • Students will be able to talk about occupations. Spoken Production • Students will be able to ask personal questions. • Students will be able to state the dates. Reading • Students will be able to understand familiar words and simple sentences about occupations and the dates. Writing Students will be able to produce a piece of writing about occupations and the dates. | Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students find out the occupations of their family members and write what they do. |  |
| ŞUBAT | 21.HAFTA(17-23) | 3 SAAT | Talking about past occupations Asking personal questions Telling the time, days and dates | Unit 6: Occupations | Listening • Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts. • Students will be able to understand the time, days and dates. Spoken Interaction • Students will be able to talk about occupations. Spoken Production • Students will be able to ask personal questions. • Students will be able to state the dates. Reading • Students will be able to understand familiar words and simple sentences about occupations and the dates. Writing Students will be able to produce a piece of writing about occupations and the dates. | Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students find out the occupations of their family members and write what they do. |  |
| ŞUBAT-MART | 22.HAFTA(24-01) | 3 SAAT | Talking about past events (Making simple inquiries) | Unit 7: Holidays | Listening • Students will be able to spot the activities about holidays in oral texts. Spoken Interaction • Students will be able to talk about their holidays. Spoken Production • Students will be able to describe past activities and personal experiences. Reading • Students will be able to understand short, simple sentences and expressions related to past activities. Writing • Students will be able to write short and simple pieces in various forms about holidays. | Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Making Puppets Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a postcard and write about what they did on their holiday. • Students prepare a pamphlet showing different places for different holiday activities in their country. |  |
| MART | 23.HAFTA(02-08) | 3 SAAT | Talking about past events (Making simple inquiries) | Unit 7: Holidays | Listening • Students will be able to spot the activities about holidays in oral texts. Spoken Interaction • Students will be able to talk about their holidays. Spoken Production • Students will be able to describe past activities and personal experiences. Reading • Students will be able to understand short, simple sentences and expressions related to past activities. Writing • Students will be able to write short and simple pieces in various forms about holidays. | Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Making Puppets Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a postcard and write about what they did on their holiday. • Students prepare a pamphlet showing different places for different holiday activities in their country. |  |
| MART | 24.HAFTA(09-15) | 3 SAAT | Talking about past events (Making simple inquiries) | Unit 7: Holidays | Listening • Students will be able to spot the activities about holidays in oral texts. Spoken Interaction • Students will be able to talk about their holidays. Spoken Production • Students will be able to describe past activities and personal experiences. Reading • Students will be able to understand short, simple sentences and expressions related to past activities. Writing • Students will be able to write short and simple pieces in various forms about holidays. | Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Making Puppets Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a postcard and write about what they did on their holiday. • Students prepare a pamphlet showing different places for different holiday activities in their country. | **İstiklâl Marşı’nın Kabulü ve Mehmet Akif Ersoy’u Anma Günü** |
| MART | 25.HAFTA(16-22) | 3 SAAT | Talking about locations of things and people Talking about past events | Unit 8: Bookworms | Listening • Students will be able to listen to the instructions and locate things. • Students will be able to understand past events in oral texts. Spoken Interaction • Students will be able to talk about the locations of people and things. • Students will be able to talk about past events with definite time. Spoken Production • Students will be able to describe the locations of people and things. • Students will be able to describe past events with definite time. Reading • Students will be able to understand short, simple sentences and expressions about past events with definite time. Writing • Students will be able to write about past events with definite time. • Students will be able to write about the locations of people and things. | Contexts Brochures Captions Cartoons Conversations Illustrations Magazines Probes/Realia Podcasts Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. | **Şehitler Günü** |
| MART | 26.HAFTA(23-29) | 3 SAAT | Talking about locations of things and people Talking about past events | Unit 8: Bookworms | Listening • Students will be able to listen to the instructions and locate things. • Students will be able to understand past events in oral texts. Spoken Interaction • Students will be able to talk about the locations of people and things. • Students will be able to talk about past events with definite time. Spoken Production • Students will be able to describe the locations of people and things. • Students will be able to describe past events with definite time. Reading • Students will be able to understand short, simple sentences and expressions about past events with definite time. Writing • Students will be able to write about past events with definite time. • Students will be able to write about the locations of people and things. | Contexts Brochures Captions Cartoons Conversations Illustrations Magazines Probes/Realia Podcasts Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. |  |
| MART-NİSAN | 27.HAFTA(30-05) | 3 SAAT | Talking about locations of things and people Talking about past events | Unit 8: Bookworms | Listening • Students will be able to listen to the instructions and locate things. • Students will be able to understand past events in oral texts. Spoken Interaction • Students will be able to talk about the locations of people and things. • Students will be able to talk about past events with definite time. Spoken Production • Students will be able to describe the locations of people and things. • Students will be able to describe past events with definite time. Reading • Students will be able to understand short, simple sentences and expressions about past events with definite time. Writing • Students will be able to write about past events with definite time. • Students will be able to write about the locations of people and things. | Contexts Brochures Captions Cartoons Conversations Illustrations Magazines Probes/Realia Podcasts Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. |  |
| NİSAN | 28.HAFTA(13-19) | 3 SAAT | Giving & responding to simple instructions | Unit 9: Saving The Planet | Listening • Students will be able to recognize appropriate attitudes to save energy and to protect the environment. • Students will be able to understand suggestions related to the protection of the environment in simple oral texts. Spoken Interaction • Students will be able to give each other suggestions about the protection of the environment. Spoken Production • Students will be able to talk to people about the protection of the environment. Reading • Students will be able to understand the texts about the protection of the environment. • Students will be able to follow short, simple written instructions. Writing Students will be able to write simple pieces about the protection of the environment. | Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Posters Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answer Reordering Storytelling True/False/No information Assignments • Students prepare slogans/notes/posters about saving energy at school and hang them on the walls. |  |
| NİSAN | 29.HAFTA(20-26) | 3 SAAT | Giving & responding to simple instructions | Unit 9: Saving The Planet | Listening • Students will be able to recognize appropriate attitudes to save energy and to protect the environment. • Students will be able to understand suggestions related to the protection of the environment in simple oral texts. Spoken Interaction • Students will be able to give each other suggestions about the protection of the environment. Spoken Production • Students will be able to talk to people about the protection of the environment. Reading • Students will be able to understand the texts about the protection of the environment. • Students will be able to follow short, simple written instructions. Writing Students will be able to write simple pieces about the protection of the environment. | Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Posters Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answer Reordering Storytelling True/False/No information Assignments • Students prepare slogans/notes/posters about saving energy at school and hang them on the walls. | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** |
| NİSAN-MAYIS | 30.HAFTA(27-03) | 3 SAAT | Giving & responding to simple instructions | Unit 9: Saving The Planet | Listening • Students will be able to recognize appropriate attitudes to save energy and to protect the environment. • Students will be able to understand suggestions related to the protection of the environment in simple oral texts. Spoken Interaction • Students will be able to give each other suggestions about the protection of the environment. Spoken Production • Students will be able to talk to people about the protection of the environment. Reading • Students will be able to understand the texts about the protection of the environment. • Students will be able to follow short, simple written instructions. Writing Students will be able to write simple pieces about the protection of the environment. | Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Posters Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answer Reordering Storytelling True/False/No information Assignments • Students prepare slogans/notes/posters about saving energy at school and hang them on the walls. | **1 Mayıs İşçi Bayramı** |
| MAYIS | 31.HAFTA(04-10) | 3 SAAT | Giving & responding to simple instructions | Unit 9: Saving The Planet | Listening • Students will be able to recognize appropriate attitudes to save energy and to protect the environment. • Students will be able to understand suggestions related to the protection of the environment in simple oral texts. Spoken Interaction • Students will be able to give each other suggestions about the protection of the environment. Spoken Production • Students will be able to talk to people about the protection of the environment. Reading • Students will be able to understand the texts about the protection of the environment. • Students will be able to follow short, simple written instructions. Writing Students will be able to write simple pieces about the protection of the environment. | Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Posters Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answer Reordering Storytelling True/False/No information Assignments • Students prepare slogans/notes/posters about saving energy at school and hang them on the walls. |  |
| MAYIS | 32.HAFTA(11-17) | 3 SAAT | Talking about stages of a procedure Making simple inquiries Talking about past events | Unit 10: Democracy | Listening • Students will be able to recognize some key features related to the concept of democracy. Spoken Interaction • Students will be able to talk about the stages of classroom president polls. Spoken Production • Students will be able to give short descriptions of past and present events. • Students will be able to talk about the concept of democracy. Reading • Students will be able to recognize familiar words and simple phrases related to the concept of democracy. Writing • Students will be able to write simple pieces about concepts related to democracy. | Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Postes Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answer Reordering Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • Students work in groups and create an election campaign poster for classroom presidency. |  |
| MAYIS | 33.HAFTA(18-24) | 3 SAAT | Talking about stages of a procedure Making simple inquiries Talking about past events | Unit 10: Democracy | Listening • Students will be able to recognize some key features related to the concept of democracy. Spoken Interaction • Students will be able to talk about the stages of classroom president polls. Spoken Production • Students will be able to give short descriptions of past and present events. • Students will be able to talk about the concept of democracy. Reading • Students will be able to recognize familiar words and simple phrases related to the concept of democracy. Writing • Students will be able to write simple pieces about concepts related to democracy. | Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Postes Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answer Reordering Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • Students work in groups and create an election campaign poster for classroom presidency. | **19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı** |
| MAYIS | 34.HAFTA(25-31) | 3 SAAT | Talking about stages of a procedure Making simple inquiries Talking about past events | Unit 10: Democracy | Listening • Students will be able to recognize some key features related to the concept of democracy. Spoken Interaction • Students will be able to talk about the stages of classroom president polls. Spoken Production • Students will be able to give short descriptions of past and present events. • Students will be able to talk about the concept of democracy. Reading • Students will be able to recognize familiar words and simple phrases related to the concept of democracy. Writing • Students will be able to write simple pieces about concepts related to democracy. | Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Postes Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answer Reordering Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • Students work in groups and create an election campaign poster for classroom presidency. |  |
| HAZİRAN | 35.HAFTA(01-07) | 3 SAAT | Revision of the past subjects | Revision of the past subjects | Revision of the past subjects | Revision of the past subjects |  |
| HAZİRAN | 36.HAFTA(08-14) | 3 SAAT | Consolidation | Consolidation | Consolidation | Consolidation |  |
| HAZİRAN | 37.HAFTA(15-21) | 3 SAAT | Consolidation | Consolidation | Consolidation | Consolidation | **Ders Yılının Sona ermesi** |

**Bu yıllık plan T.C. Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığının yayınladığı öğretim programı esas alınarak yapılmıstır. Bu yıllık planda toplam eğitim öğretim haftası 37 haftadır.**