**.......................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(08-14) | 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 | 2.HAFTA(15-21) | 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(22-28) | 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. |  |
| EKİM | 4.HAFTA(29-05) | 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(06-12) | 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(13-19) | 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(20-26) | 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(27-02) | 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)Describing places (Making comparisons) Describing what people are doing now (Making simple inquiries) | Unit 3: DowntownUnit 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.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.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(03-09) | 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(17-23) | 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 Çocuk Hakları Günü** |
| KASIM | 11.HAFTA(24-30) | 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. | **Öğretmenler Günü** |
| ARALIK | 12.HAFTA(01-07) | 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(08-14) | 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(15-21) | 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(22-28) | 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(29-04) | 3 SAAT | Describing places Expressing feelings Expressing likes and dislikes Stating personal opinionsDescribing places Expressing feelings Expressing likes and dislikes Stating personal opinions | Unit 5: At The FairUnit 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.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.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(05-11) | 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(12-18) | 3 SAAT | Describing places Expressing feelings Expressing likes and dislikes Stating personal opinionsDescribing places Expressing feelings Expressing likes and dislikes Stating personal opinions | Unit 5: At The FairUnit 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.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.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(02-08) | 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(09-15) | 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(16-22) | 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(23-01) | 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. |  |
| MART | 25.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. | **SINAV HAFTASI** |
| MART-NİSAN | 26.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 | 27.HAFTA(06-12) | 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** |
| HAZİRAN | 34.HAFTA(01-07) | 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(08-14) | 3 SAAT | Revision of the past subjects | Revision of the past subjects | Revision of the past subjects | Revision of the past subjects | **SINAV HAFTASI** |
| HAZİRAN | 36.HAFTA(15-21) | 3 SAAT | Consolidation | Consolidation | Consolidation | Consolidation |  |
| HAZİRAN | 37.HAFTA(22-28) | 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 36 haftadır.**