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

| **AY** | **HAFTA** | **SAAT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **DEĞERLENDİRME** |
| --- | --- | --- | --- | --- | --- | --- |
| EYLÜL | 1.HAFTA(11-17) | 2 SAAT | Describing characters/people Giving explanations/reasons Making simple comparisons Making simple inquiries | • Students generally will be able to understand clear, standard speech on appearance and personality, although in a real life situation, they might have to ask for repetition or reformulation. • Students will be able to ask and answer questions about other people’s appearances and personalities. • Students will be able to talk about what people look like. • Students will be able to understand a simple text about appearances and personalities and make simple comparisons. • Students will be able to write simple sentences and phrases to compare two people. • Students will be able to relate new information to visual concepts in memory via familiar, easily retrievable visualizations. • Students will be able to display a willingness to communicate with their peers in English. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **2023-2024 Eğitim-Öğretim yılı başlangıcı** |
| EYLÜL | 2.HAFTA(18-24) | 2 SAAT | Describing characters/people Giving explanations/reasons Making simple comparisons Making simple inquiries |  |  |  |
| EYLÜL-EKİM | 3.HAFTA(25-01) | 2 SAAT | Describing characters/people Giving explanations/reasons Making simple comparisons Making simple inquiries |  |  |  |
| EKİM | 4.HAFTA(02-08) | 2 SAAT | Describing characters/people Giving explanations/reasons Making simple comparisons Making simple inquiries |  |  |  |
| EKİM | 5.HAFTA(09-15) | 2 SAAT | Describing the frequency of actions Describing what people are doing now Describing what people do regularly Giving explanations and reasons Making simple inquiries Talking about past events Telling people what we know | • Students will be able to recognize frequency adverbs in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly. • Students will be able to ask questions related to the frequency of events. • Students will be able to talk about what people are regularly do using frequency adverbs. • Students will be able to describe past and present events. • Students will be able to understand short, simple texts on sports written in common everyday language. • Students will be able to write simple sentences and phrases about what people generally do. • Students will be able to relate new information to visual concepts. • Students will be able to say when they do not understand. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| EKİM | 6.HAFTA(16-22) | 2 SAAT | Describing the frequency of actions Describing what people are doing now Describing what people do regularly Giving explanations and reasons Making simple inquiries Talking about past events Telling people what we know |  |  |  |
| EKİM | 7.HAFTA(23-29) | 2 SAAT | Describing the frequency of actions Describing what people are doing now Describing what people do regularly Giving explanations and reasons Making simple inquiries Talking about past events Telling people what we know |  |  |  |
| EKİM-KASIM | 8.HAFTA(30-05) | 2 SAAT | Describing the frequency of actions Describing what people are doing now Describing what people do regularly Giving explanations and reasons Making simple inquiries Talking about past events Telling people what we know |  |  | **Kızılay Haftası** |
| KASIM | 9.HAFTA(06-12) | 2 SAAT | Describing the frequency of actions Describing what people are doing now Describing what people do regularly Giving explanations and reasons Making simple inquiries Talking about past events Telling people what we know | • Students will be able to recognize essential information from short recorded passages dealing with past events and dates. • Students will be able to make themselves understood in a simple way when they talk about the past. • Students will be able to describe past activities and personal experiences. • Students will be able to identify important information in texts in which the dates and names play an important role and which are clearly structured and illustrated. • Students will be able to describe an event in simple sentences and report what happened when and where. • Students will be able to use their previous knowledge to guess the meanings of new items. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **Atatürk Haftası** |
| KASIM | 10.HAFTA(20-26) | 2 SAAT | Describing the frequency of actions Describing what people are doing now Describing what people do regularly Giving explanations and reasons Making simple inquiries Talking about past events Telling people what we knowDescribing the frequency of actions Describing what people are doing now Describing what people do regularly Giving explanations and reasons Making simple inquiries Talking about past events Telling people what we know |  |  | **Öğretmenler Günü** |
| KASIM-ARALIK | 11.HAFTA(27-03) | 2 SAAT | Describing the frequency of actions Describing what people are doing now Describing what people do regularly Giving explanations and reasons Making simple inquiries Talking about past events Telling people what we know |  |  |  |
| ARALIK | 12.HAFTA(04-10) | 2 SAAT | Describing the frequency of actions Describing what people are doing now Describing what people do regularly Giving explanations and reasons Making simple inquiries Talking about past events Telling people what we know |  |  |  |
| ARALIK | 13.HAFTA(11-17) | 2 SAAT | Describing the frequency of actions Giving explanations/reasons Making simple inquiries Making simple suggestions Talking about past events | • Students will be able to understand phrases and expressions related to past and present events. • Students will be able to identify the names of wild animals when spoken clearly and slowly. • Students will be able to ask people questions about characteristics of wild animals. • Students will be able to make simple suggestions. • Student will be able to make simple sentences related past and present events. • Students will be able to understand short simple texts related to wild animals. Students will be able to identify short, simple sentences and expressions about past and present activities. • Students will be able to write simple structures describing wildlife. • Students will be able to relate new information to visual concepts. • Students will be able to say when they do not understand | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| ARALIK | 14.HAFTA(18-24) | 2 SAAT | Describing the frequency of actions Giving explanations/reasons Making simple inquiries Making simple suggestions Talking about past events |  |  |  |
| ARALIK | 15.HAFTA(25-31) | 2 SAAT | Describing the frequency of actions Giving explanations/reasons Making simple inquiries Making simple suggestions Talking about past events |  |  |  |
| OCAK | 16.HAFTA(01-07) | 2 SAAT | Describing what people do regularly Expressing preferences Giving explanations/reasons Making simple inquiries Stating personal opinions Talking about past events | • Students will be able to understand enough to manage simple, routine exchanges on every day matters (e.g. TV programs) without too much effort. • Students will be able to ask questions about other people’s preferences. • Students will be able to describe past activities and personal experiences. • Students will be able to talk about their preferences. • Students will be able to use a series of phrases and simple sentences to describe past events. • Students can understand short narratives about everyday things (e. g., TV programs) dealing with topics which are familiar to me if the text is written in simple language. • Students will be able to write simple sentences and phrases about their preferences. • Students will be able to write short, simple sentences in past events. • Students will be able to relate new information to visual concepts. • Students will be able to say when they do not understand. • Students realize the need to learn English especially when TV or movies are considered. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **Yılbaşı Tatili** |
| OCAK | 17.HAFTA(08-14) | 2 SAAT | Describing what people do regularly Expressing preferences Giving explanations/reasons Making simple inquiries Stating personal opinions Talking about past events |  |  |  |
| OCAK | 18.HAFTA(15-21) | 2 SAAT | Describing what people do regularly Expressing preferences Giving explanations/reasons Making simple inquiries Stating personal opinions Talking about past events |  |  | **Birinci Dönemin Sona Ermesi** |
| ŞUBAT | 19.HAFTA(05-11) | 2 SAAT | Accepting and refusing Expressing basic needs Expressing quantity Giving and responding to simple instructions Making simple suggestions | • Students will be able to recognize phrases and expressions related to suggestions, immediate needs and quantity of things. • Students will be able to discuss with other people what to do and where to go and how to make arrangements. • Students will be able to make suggestions and Express quantity. • Students will be able to understand simple written messages from friends or colleagues; for example, saying what time they should meet for a party and what to buy. • Students will be able to write simple sentences and phrases about what is needed for a special occasion. • Students will be able to ask people to repeat when they don’t understand. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **İkinci Yarıyıl Başlangıcı** |
| ŞUBAT | 20.HAFTA(12-18) | 2 SAAT | Accepting and refusing Expressing basic needs Expressing quantity Giving and responding to simple instructions Making simple suggestions |  |  |  |
| ŞUBAT | 21.HAFTA(19-25) | 2 SAAT | Accepting and refusing Expressing basic needs Expressing quantity Giving and responding to simple instructions Making simple suggestions |  |  |  |
| ŞUBAT-MART | 22.HAFTA(26-03) | 2 SAAT | Making predictions about the future Making simple inquiries Making simple suggestions Talking about possessions | • Students will be able to understand phrases and xpressions related to future predictions and future events if spoken clearly and slowly. • Students will be able to make ask and answer about simple predictions about the future. • Students will be able to talk about future predictions. • Students will be able to understand short, simple texts written about future predictions. • Students will be able to describe future predictions. • Students will be able to ask for attention. • Students will become familiar with superstitious beliefs from different countries. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| MART | 23.HAFTA(04-10) | 2 SAAT | Making predictions about the future Making simple inquiries Making simple suggestions Talking about possessions |  |  |  |
| MART | 24.HAFTA(11-17) | 2 SAAT | Making predictions about the future Making simple inquiries Making simple suggestions Talking about possessions |  |  | **İstiklâl Marşı’nın Kabulü ve Mehmet Akif Ersoy’u Anma Günü** |
| MART | 25.HAFTA(18-24) | 2 SAAT | Making predictions about the future Making simple inquiries Making simple suggestions Talking about possessions |  |  | **Şehitler Günü** |
| MART | 26.HAFTA(25-31) | 2 SAAT | Describing what people do regularly Giving explanations/reasons Making simple suggestions Talking about plans Talking about past events | • Students will be able to identify expressions related to everyday shopping used in everyday life. • Students will be able to make themselves understood when they make simple suggestions. • Students will be able to make suggestions and give reasons. • Students will be able to describe past activities. • Students will be able to recognize familiar words and very simple phrases on simple notices in the most common everyday situations. • Students will be able to write simple sentences and phrases about what people usually do. • Students will be able to write about their past activities. • Students will be able to say when they do not understand | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| NİSAN | 27.HAFTA(01-07) | 2 SAAT | Describing what people do regularly Giving explanations/reasons Making simple suggestions Talking about plans Talking about past events |  |  |  |
| NİSAN | 28.HAFTA(15-21) | 2 SAAT | Describing what people do regularly Giving explanations/reasons Making simple suggestions Talking about plans Talking about past events |  |  |  |
| NİSAN | 29.HAFTA(22-28) | 2 SAAT | Describing what people do regularly Giving explanations/reasons Making simple suggestions Talking about plans Talking about past events |  |  | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** |
| NİSAN-MAYIS | 30.HAFTA(29-05) | 2 SAAT | Describing simple processes Expressing obligation Giving explanations/reasons Giving and responding to simple instructions Telling someone what to do | • Students will be able to understand phrases and the highest frequency vocabulary related to environment provided speech is clearly and slowly articulated. • Students will be able to follow how a simple process is described provided speech is clearly and slowly articulated. • Students will be able to make and respond to simple suggestions. • Students will be able to give someone simple instructions about what to do. • Students will be able to give a simple description or presentation of a process. • Students will be able to identify specific information in simple, written material such as letters, brochures and short newspaper articles describing environmental events. • Students will be able to write short, simple messages, reports and advertisements relating to environmental issues. • Students will be able to write a short description of a process. • Students will be able to cope with a limited number of straightforward follow-up questions. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids | **1 Mayıs İşçi Bayramı** |
| MAYIS | 31.HAFTA(06-12) | 2 SAAT | Describing simple processes Expressing obligation Giving explanations/reasons Giving and responding to simple instructions Telling someone what to do |  |  |  |
| MAYIS | 32.HAFTA(13-19) | 2 SAAT | Describing simple processes Expressing obligation Giving explanations/reasons Giving and responding to simple instructions Telling someone what to do |  |  |  |
| MAYIS | 33.HAFTA(20-26) | 2 SAAT | Describing simple processes Expressing obligation Giving explanations/reasons Giving and responding to simple instructions Telling someone what to do |  |  |  |
| MAYIS-HAZİRAN | 34.HAFTA(27-02) | 2 SAAT | Making simple comparisons Telling the time, days and dates Talking about past events Telling people what we know Telling the time, days and dates | • Students will be able to generally identify the topic of discussion about popular science which is conducted slowly and clearly. • Students will be able to ask people questions about facts and general truths. • Students will be able to talk about general truths. • Students will be able to identify specific information in simple written material such as brochures and short newspaper articles describing facts. • Students will be able to give short, basic descriptions of general truths and facts. • Students will be able to relate new information to visual concepts. • Students will be able to display a willingness to communicate with their peers in English. | Student’s book Student’s workbook Interactive board Teacher’s resources Worksheet Educational CD Hand-made puppets Real objects Posters Visual aids |  |
| HAZİRAN | 35.HAFTA(03-09) | 2 SAAT | Making simple comparisons Telling the time, days and dates Talking about past events Telling people what we know Telling the time, days and dates |  |  |  |
| HAZİRAN | 36.HAFTA(10-16) | 2 SAAT | GENERAL REVISION | Ss will be able answer questions about the topics that they studied during the year | Interactive board Teacher’s resources Worksheet | **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.**