**.......................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(12-18) | 4 SAAT | Describing characters /people (Making simple inquiries) Making simple comparisons (Giving explanations/reasons) | Unit 1: Appearance and Personality | Listening • Students will be able to understand clear, standard speech on appearances and personalities. Spoken Interaction • Students will be able to talk about other people’s appearances and personalities. Spoken Production • Students will be able to report on appearances and personalities of other people Reading • Students will be able to understand a simple text about appearances, personalities, and comparisons including explanations and reasons. Writing • Students will be able to write simple pieces to compare people. . | Contexts Blogs Diaries/Journal Entries Illustrations Jokes Magazines Plays Podcasts Posters Questionnaires Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students prepare a poster of a famous person they like.They describe his/her appearance and personality. |  |
| EYLÜL | 2.HAFTA(19-25) | 4 SAAT | Describing characters /people (Making simple inquiries) Making simple comparisons (Giving explanations/reasons) | Unit 1: Appearance and Personality | Listening • Students will be able to understand clear, standard speech on appearances and personalities. Spoken Interaction • Students will be able to talk about other people’s appearances and personalities. Spoken Production • Students will be able to report on appearances and personalities of other people Reading • Students will be able to understand a simple text about appearances, personalities, and comparisons including explanations and reasons. Writing • Students will be able to write simple pieces to compare people. . | Contexts Blogs Diaries/Journal Entries Illustrations Jokes Magazines Plays Podcasts Posters Questionnaires Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students prepare a poster of a famous person they like.They describe his/her appearance and personality. |  |
| EYLÜL-EKİM | 3.HAFTA(26-02) | 4 SAAT | Describing characters /people (Making simple inquiries) Making simple comparisons (Giving explanations/reasons) | Unit 1: Appearance and Personality | Listening • Students will be able to understand clear, standard speech on appearances and personalities. Spoken Interaction • Students will be able to talk about other people’s appearances and personalities. Spoken Production • Students will be able to report on appearances and personalities of other people Reading • Students will be able to understand a simple text about appearances, personalities, and comparisons including explanations and reasons. Writing • Students will be able to write simple pieces to compare people. . | Contexts Blogs Diaries/Journal Entries Illustrations Jokes Magazines Plays Podcasts Posters Questionnaires Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a visual dictionary by including new vocabulary items. • Students prepare a poster of a famous person they like.They describe his/her appearance and personality. |  |
| EKİM | 4.HAFTA(03-09) | 4 SAAT | Talking about routines and daily activities Describing what people do regularly (Giving explanations and reasons) | Unit 2: Sports | Listening Students will be able to recognize frequency adverbs in simple oral texts. Spoken Interaction • Students will be able to ask questions related to the frequency of events. Spoken Production • Students will be able to talk about routines/daily activities by using frequency adverbs and giving explanations and reasons Reading • Students will be able to understand short and simple texts on sports. Writing • Students will be able to write pieces about routines/daily activities by using frequency adverbs. | Contexts Biographical Texts Blogs Diaries/Journal Entries E-mails Illustrations - Jokes Letters Magazines – News - Plays Podcasts - Posters Probes/Realia Questionnaires Reports - Stories Tables - Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students choose a famous sports figure from their own or another country, and they write about his/her routines/daily activities. |  |
| EKİM | 5.HAFTA(10-16) | 4 SAAT | Talking about routines and daily activities Describing what people do regularly (Giving explanations and reasons) | Unit 2: Sports | Listening Students will be able to recognize frequency adverbs in simple oral texts. Spoken Interaction • Students will be able to ask questions related to the frequency of events. Spoken Production • Students will be able to talk about routines/daily activities by using frequency adverbs and giving explanations and reasons Reading • Students will be able to understand short and simple texts on sports. Writing • Students will be able to write pieces about routines/daily activities by using frequency adverbs. | Contexts Biographical Texts Blogs Diaries/Journal Entries E-mails Illustrations - Jokes Letters Magazines – News - Plays Podcasts - Posters Probes/Realia Questionnaires Reports - Stories Tables - Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students choose a famous sports figure from their own or another country, and they write about his/her routines/daily activities. |  |
| EKİM | 6.HAFTA(17-23) | 4 SAAT | Talking about routines and daily activities Describing what people do regularly (Giving explanations and reasons) | Unit 2: Sports | Listening Students will be able to recognize frequency adverbs in simple oral texts. Spoken Interaction • Students will be able to ask questions related to the frequency of events. Spoken Production • Students will be able to talk about routines/daily activities by using frequency adverbs and giving explanations and reasons Reading • Students will be able to understand short and simple texts on sports. Writing • Students will be able to write pieces about routines/daily activities by using frequency adverbs. | Contexts Biographical Texts Blogs Diaries/Journal Entries E-mails Illustrations - Jokes Letters Magazines – News - Plays Podcasts - Posters Probes/Realia Questionnaires Reports - Stories Tables - Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students choose a famous sports figure from their own or another country, and they write about his/her routines/daily activities. |  |
| EKİM | 7.HAFTA(24-30) | 4 SAAT | Talking about past events (Making simple inquiries) Telling the time, days and datesTalking about past events (Making simple inquiries) Telling the time, days and dates | Unit 3: BiographiesUnit 3: Biographies | Listening • Students will be able to recognize specific information in oral texts dealing with past events and dates. Spoken Interaction • Students will be able to talk about past events with definite time. Spoken Production • Students will be able to describe past events and experiences. Reading • Students will be able to spot specific information about names and dates in past events in written texts. Writing Students will be able to write a short and simple report about past events.Listening • Students will be able to recognize specific information in oral texts dealing with past events and dates. Spoken Interaction • Students will be able to talk about past events with definite time. Spoken Production • Students will be able to describe past events and experiences. Reading • Students will be able to spot specific information about names and dates in past events in written texts. Writing Students will be able to write a short and simple report about past events. | Contexts Biographical Texts Blogs Diaries/Journal Entries E-mails Illustrations Jokes Letters Magazines News Reports Plays Podcasts Posters Questionnaires Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students choose a scientist or a historical figure, do research about his/her life and write a short biography about him/her.Contexts Biographical Texts Blogs Diaries/Journal Entries E-mails Illustrations Jokes Letters Magazines News Reports Plays Podcasts Posters Questionnaires Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students choose a scientist or a historical figure, do research about his/her life and write a short biography about him/her. | **Cumhuriyet Bayramı** |
| EKİM-KASIM | 8.HAFTA(31-06) | 4 SAAT | Talking about past events (Making simple inquiries) Telling the time, days and dates | Unit 3: Biographies | Listening • Students will be able to recognize specific information in oral texts dealing with past events and dates. Spoken Interaction • Students will be able to talk about past events with definite time. Spoken Production • Students will be able to describe past events and experiences. Reading • Students will be able to spot specific information about names and dates in past events in written texts. Writing Students will be able to write a short and simple report about past events. | Contexts Biographical Texts Blogs Diaries/Journal Entries E-mails Illustrations Jokes Letters Magazines News Reports Plays Podcasts Posters Questionnaires Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students choose a scientist or a historical figure, do research about his/her life and write a short biography about him/her. | **Kızılay Haftası** |
| KASIM | 9.HAFTA(07-13) | 4 SAAT | Talking about past events (Making simple inquiries) Telling the time, days and dates | Unit 3: Biographies | Listening • Students will be able to recognize specific information in oral texts dealing with past events and dates. Spoken Interaction • Students will be able to talk about past events with definite time. Spoken Production • Students will be able to describe past events and experiences. Reading • Students will be able to spot specific information about names and dates in past events in written texts. Writing Students will be able to write a short and simple report about past events. | Contexts Biographical Texts Blogs Diaries/Journal Entries E-mails Illustrations Jokes Letters Magazines News Reports Plays Podcasts Posters Questionnaires Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students choose a scientist or a historical figure, do research about his/her life and write a short biography about him/her. | **Atatürk Haftası** |
| KASIM | 10.HAFTA(21-27) | 4 SAAT | Describing the frequency of actions Making simple inquiries Making simple suggestions Talking about past events (Giving explanations/reasons) | Unit 4: Wild Animals | Listening • Students will be able to understand past and present events in oral texts. • Students will be able to identify the names of wild animals in simple oral texts. Spoken Interaction • Students will be able to ask people questions about characteristics of wild animals. Spoken Production • Students will be able to make simple suggestions. • Students will be able to report on past and present events. Reading • Students will be able to understand past and present events in simple texts including explanations and reasons. • Students will be able to spot the names of wild animals in simple texts. Writing • Students will be able to write pieces describing wildlife. | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Jokes Magazines News Reports Podcasts Posters Questionnaires Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students choose two wild animals and prepare a poster describing them. Then, students make suggestions to protect wild animals. | **Öğretmenler Günü** |
| KASIM-ARALIK | 11.HAFTA(28-04) | 4 SAAT | Describing the frequency of actions Making simple inquiries Making simple suggestions Talking about past events (Giving explanations/reasons) | Unit 4: Wild Animals | Listening • Students will be able to understand past and present events in oral texts. • Students will be able to identify the names of wild animals in simple oral texts. Spoken Interaction • Students will be able to ask people questions about characteristics of wild animals. Spoken Production • Students will be able to make simple suggestions. • Students will be able to report on past and present events. Reading • Students will be able to understand past and present events in simple texts including explanations and reasons. • Students will be able to spot the names of wild animals in simple texts. Writing • Students will be able to write pieces describing wildlife. | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Jokes Magazines News Reports Podcasts Posters Questionnaires Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students choose two wild animals and prepare a poster describing them. Then, students make suggestions to protect wild animals. | **Dünya Engelliler Günü** |
| ARALIK | 12.HAFTA(05-11) | 4 SAAT | Describing the frequency of actions Making simple inquiries Making simple suggestions Talking about past events (Giving explanations/reasons) | Unit 4: Wild Animals | Listening • Students will be able to understand past and present events in oral texts. • Students will be able to identify the names of wild animals in simple oral texts. Spoken Interaction • Students will be able to ask people questions about characteristics of wild animals. Spoken Production • Students will be able to make simple suggestions. • Students will be able to report on past and present events. Reading • Students will be able to understand past and present events in simple texts including explanations and reasons. • Students will be able to spot the names of wild animals in simple texts. Writing • Students will be able to write pieces describing wildlife. | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Jokes Magazines News Reports Podcasts Posters Questionnaires Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students choose two wild animals and prepare a poster describing them. Then, students make suggestions to protect wild animals. |  |
| ARALIK | 13.HAFTA(12-18) | 4 SAAT | Describing the frequency of actions Making simple inquiries Making simple suggestions Talking about past events (Giving explanations/reasons) | Unit 4: Wild Animals | Listening • Students will be able to understand past and present events in oral texts. • Students will be able to identify the names of wild animals in simple oral texts. Spoken Interaction • Students will be able to ask people questions about characteristics of wild animals. Spoken Production • Students will be able to make simple suggestions. • Students will be able to report on past and present events. Reading • Students will be able to understand past and present events in simple texts including explanations and reasons. • Students will be able to spot the names of wild animals in simple texts. Writing • Students will be able to write pieces describing wildlife. | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Jokes Magazines News Reports Podcasts Posters Questionnaires Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students choose two wild animals and prepare a poster describing them. Then, students make suggestions to protect wild animals. |  |
| ARALIK | 14.HAFTA(19-25) | 4 SAAT | Describing what people do regularly Expressing preferences Stating personal opinions Talking about past events | Unit 5: Television | Listening • Students will be able to understand simple oral texts about daily routines and preferences. Spoken Interaction • Students will be able to ask questions about preferences of other people. • Students will be able to talk about past events and personal experiences. Spoken Production • Students will be able to state their preferences. • Students will be able to describe past events in a simple way. Reading • Students will be able to understand simple texts about daily routines and preferences. • Students will be able to understand simple texts about past events. Writing • Students will be able to write pieces about daily routines and preferences. | Contexts Advertisements Blogs Diaries/Journal Entries E-mails Illustrations Magazines News Reports Podcasts Posters Questionnaires Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students choose two types of TV programs that they frequently watch and prepare a poster giving information about the programs. |  |
| ARALIK-OCAK | 15.HAFTA(26-01) | 4 SAAT | Describing what people do regularly Expressing preferences Stating personal opinions Talking about past events | Unit 5: Television | Listening • Students will be able to understand simple oral texts about daily routines and preferences. Spoken Interaction • Students will be able to ask questions about preferences of other people. • Students will be able to talk about past events and personal experiences. Spoken Production • Students will be able to state their preferences. • Students will be able to describe past events in a simple way. Reading • Students will be able to understand simple texts about daily routines and preferences. • Students will be able to understand simple texts about past events. Writing • Students will be able to write pieces about daily routines and preferences. | Contexts Advertisements Blogs Diaries/Journal Entries E-mails Illustrations Magazines News Reports Podcasts Posters Questionnaires Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students choose two types of TV programs that they frequently watch and prepare a poster giving information about the programs. |  |
| OCAK | 16.HAFTA(02-08) | 4 SAAT | Describing what people do regularly Expressing preferences Stating personal opinions Talking about past events | Unit 5: Television | Listening • Students will be able to understand simple oral texts about daily routines and preferences. Spoken Interaction • Students will be able to ask questions about preferences of other people. • Students will be able to talk about past events and personal experiences. Spoken Production • Students will be able to state their preferences. • Students will be able to describe past events in a simple way. Reading • Students will be able to understand simple texts about daily routines and preferences. • Students will be able to understand simple texts about past events. Writing • Students will be able to write pieces about daily routines and preferences. | Contexts Advertisements Blogs Diaries/Journal Entries E-mails Illustrations Magazines News Reports Podcasts Posters Questionnaires Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students choose two types of TV programs that they frequently watch and prepare a poster giving information about the programs. |  |
| OCAK | 17.HAFTA(09-15) | 4 SAAT | Describing what people do regularly Expressing preferences Stating personal opinions Talking about past events | Unit 5: Television | Listening • Students will be able to understand simple oral texts about daily routines and preferences. Spoken Interaction • Students will be able to ask questions about preferences of other people. • Students will be able to talk about past events and personal experiences. Spoken Production • Students will be able to state their preferences. • Students will be able to describe past events in a simple way. Reading • Students will be able to understand simple texts about daily routines and preferences. • Students will be able to understand simple texts about past events. Writing • Students will be able to write pieces about daily routines and preferences. | Contexts Advertisements Blogs Diaries/Journal Entries E-mails Illustrations Magazines News Reports Podcasts Posters Questionnaires Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students choose two types of TV programs that they frequently watch and prepare a poster giving information about the programs. |  |
| OCAK | 18.HAFTA(16-22) | 4 SAAT | Describing what people do regularly Expressing preferences Stating personal opinions Talking about past events | Unit 5: Television | Listening • Students will be able to understand simple oral texts about daily routines and preferences. Spoken Interaction • Students will be able to ask questions about preferences of other people. • Students will be able to talk about past events and personal experiences. Spoken Production • Students will be able to state their preferences. • Students will be able to describe past events in a simple way. Reading • Students will be able to understand simple texts about daily routines and preferences. • Students will be able to understand simple texts about past events. Writing • Students will be able to write pieces about daily routines and preferences. | Contexts Advertisements Blogs Diaries/Journal Entries E-mails Illustrations Magazines News Reports Podcasts Posters Questionnaires Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students choose two types of TV programs that they frequently watch and prepare a poster giving information about the programs. |  |
| ŞUBAT | 19.HAFTA(06-12) | 4 SAAT | Making simple suggestions (Accepting and refusing) Making arrangements and sequencing the actions Expressing needs and quantity | Unit 6: Celebrations | Listening • Students will be able to recognize utterances related to suggestions, needs and quantity of things. Spoken Interaction • Students will be able to talk about arrangements and sequences of actions. Spoken Production • Students will be able to make suggestions. • Students will be able to express needs and quantity. Reading • Students will be able to understand texts about celebrations. Writing • Students will be able to write invitation cards. | Contexts Advertisements Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines News Reports Notes and Messages Podcasts Posters Questionnaires Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students organize a birthday party. They prepare a list for needs, guests and food. They also prepare an invitation card. | **İkinci Yarıyıl Başlangıcı** |
| ŞUBAT | 20.HAFTA(13-19) | 4 SAAT | Making simple suggestions (Accepting and refusing) Making arrangements and sequencing the actions Expressing needs and quantity | Unit 6: Celebrations | Listening • Students will be able to recognize utterances related to suggestions, needs and quantity of things. Spoken Interaction • Students will be able to talk about arrangements and sequences of actions. Spoken Production • Students will be able to make suggestions. • Students will be able to express needs and quantity. Reading • Students will be able to understand texts about celebrations. Writing • Students will be able to write invitation cards. | Contexts Advertisements Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines News Reports Notes and Messages Podcasts Posters Questionnaires Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students organize a birthday party. They prepare a list for needs, guests and food. They also prepare an invitation card. |  |
| ŞUBAT | 21.HAFTA(20-26) | 4 SAAT | Making simple suggestions (Accepting and refusing) Making arrangements and sequencing the actions Expressing needs and quantity | Unit 6: Celebrations | Listening • Students will be able to recognize utterances related to suggestions, needs and quantity of things. Spoken Interaction • Students will be able to talk about arrangements and sequences of actions. Spoken Production • Students will be able to make suggestions. • Students will be able to express needs and quantity. Reading • Students will be able to understand texts about celebrations. Writing • Students will be able to write invitation cards. | Contexts Advertisements Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines News Reports Notes and Messages Podcasts Posters Questionnaires Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students organize a birthday party. They prepare a list for needs, guests and food. They also prepare an invitation card. |  |
| ŞUBAT-MART | 22.HAFTA(27-05) | 4 SAAT | Making predictions | Unit 7: Dreams | Listening • Students will be able to understand utterances about predictions and future events in simple oral texts. Spoken Interaction • Students will be able to talk about simple predictions. Spoken Production • Students will be able to report on simple predictions. Reading • Students will be able to understand short and simple texts about predictions. Writing • Students will be able to write pieces about predictions and future events. | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students write a simple letter about their dreams and expectations from the future. • Students keep expanding their visual dictionary by including new vocabulary items. |  |
| MART | 23.HAFTA(06-12) | 4 SAAT | Making predictions | Unit 7: Dreams | Listening • Students will be able to understand utterances about predictions and future events in simple oral texts. Spoken Interaction • Students will be able to talk about simple predictions. Spoken Production • Students will be able to report on simple predictions. Reading • Students will be able to understand short and simple texts about predictions. Writing • Students will be able to write pieces about predictions and future events. | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students write a simple letter about their dreams and expectations from the future. • Students keep expanding their visual dictionary by including new vocabulary items. |  |
| MART | 24.HAFTA(13-19) | 4 SAAT | Making predictions | Unit 7: Dreams | Listening • Students will be able to understand utterances about predictions and future events in simple oral texts. Spoken Interaction • Students will be able to talk about simple predictions. Spoken Production • Students will be able to report on simple predictions. Reading • Students will be able to understand short and simple texts about predictions. Writing • Students will be able to write pieces about predictions and future events. | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students write a simple letter about their dreams and expectations from the future. • Students keep expanding their visual dictionary by including new vocabulary items. | **Şehitler Günü** |
| MART | 25.HAFTA(20-26) | 4 SAAT | Giving explanations & reasons | Unit 8: Public Buildings | Listening • Students will be able to recognize the names of the public buildings. • Students will be able to understand explanations with reasons. Spoken Interaction Students will be able to give explanations with reasons. Spoken Production Students will be able to report on explanations with reasons. Reading • Students will be able to understand simple expressions and recognize familiar words about explanations with reasons. Writing • Students will be able to write pieces about explanations with reasons. | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students prepare a map of their neighborhood, including public buildings, and write why they go to each of these places. |  |
| MART-NİSAN | 26.HAFTA(27-02) | 4 SAAT | Giving explanations & reasons | Unit 8: Public Buildings | Listening • Students will be able to recognize the names of the public buildings. • Students will be able to understand explanations with reasons. Spoken Interaction Students will be able to give explanations with reasons. Spoken Production Students will be able to report on explanations with reasons. Reading • Students will be able to understand simple expressions and recognize familiar words about explanations with reasons. Writing • Students will be able to write pieces about explanations with reasons. | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students prepare a map of their neighborhood, including public buildings, and write why they go to each of these places. |  |
| NİSAN | 27.HAFTA(03-09) | 4 SAAT | Giving explanations & reasons | Unit 8: Public Buildings | Listening • Students will be able to recognize the names of the public buildings. • Students will be able to understand explanations with reasons. Spoken Interaction Students will be able to give explanations with reasons. Spoken Production Students will be able to report on explanations with reasons. Reading • Students will be able to understand simple expressions and recognize familiar words about explanations with reasons. Writing • Students will be able to write pieces about explanations with reasons. | Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students prepare a map of their neighborhood, including public buildings, and write why they go to each of these places. |  |
| NİSAN | 28.HAFTA(10-16) | 4 SAAT | Describing simple processes Expressing obligation Giving explanations & reasons | Unit 9: Environment | Listening • Students will be able to understand phrases and the highest frequency vocabulary about environment. • Students will be able to follow how a simple process is described in clear oral texts. Spoken Interaction • Students will be able to talk about obligations. • Students will be able to give simple instructions for a specific process Spoken Production Students will be able to give a simple description or presentation of a process. Reading Students will be able to identify specific information in various texts about environment. Writing • Students will be able to write short, simple messages about environment. • Students will be able to write description of a process. | Contexts Advertisement Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students prepare a poster showing the ways of protecting our environment. |  |
| NİSAN | 29.HAFTA(24-30) | 4 SAAT | Describing simple processes Expressing obligation Giving explanations & reasons | Unit 9: Environment | Listening • Students will be able to understand phrases and the highest frequency vocabulary about environment. • Students will be able to follow how a simple process is described in clear oral texts. Spoken Interaction • Students will be able to talk about obligations. • Students will be able to give simple instructions for a specific process Spoken Production Students will be able to give a simple description or presentation of a process. Reading Students will be able to identify specific information in various texts about environment. Writing • Students will be able to write short, simple messages about environment. • Students will be able to write description of a process. | Contexts Advertisement Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students prepare a poster showing the ways of protecting our environment. |  |
| MAYIS | 30.HAFTA(01-07) | 4 SAAT | Describing simple processes Expressing obligation Giving explanations & reasons | Unit 9: Environment | Listening • Students will be able to understand phrases and the highest frequency vocabulary about environment. • Students will be able to follow how a simple process is described in clear oral texts. Spoken Interaction • Students will be able to talk about obligations. • Students will be able to give simple instructions for a specific process Spoken Production Students will be able to give a simple description or presentation of a process. Reading Students will be able to identify specific information in various texts about environment. Writing • Students will be able to write short, simple messages about environment. • Students will be able to write description of a process. | Contexts Advertisement Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students prepare a poster showing the ways of protecting our environment. | **1 Mayıs İşçi Bayramı** |
| MAYIS | 31.HAFTA(08-14) | 4 SAAT | Describing simple processes Expressing obligation Giving explanations & reasons | Unit 9: Environment | Listening • Students will be able to understand phrases and the highest frequency vocabulary about environment. • Students will be able to follow how a simple process is described in clear oral texts. Spoken Interaction • Students will be able to talk about obligations. • Students will be able to give simple instructions for a specific process Spoken Production Students will be able to give a simple description or presentation of a process. Reading Students will be able to identify specific information in various texts about environment. Writing • Students will be able to write short, simple messages about environment. • Students will be able to write description of a process. | Contexts Advertisement Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments Students prepare a poster showing the ways of protecting our environment. |  |
| MAYIS | 32.HAFTA(15-21) | 4 SAAT | Making simple comparisons Talking about past events Making simple inquiries | Unit 10: Planets | Listening • Students will be able to identify the discussion topic about popular science in simple oral texts. Spoken Interaction • Students will be able to make simple comparisons. • Students will be able to talk about past events. Spoken Production • Students will be able to report on general truths in various ways. Reading • Students will be able to identify specific information in various texts about facts and general truths. • Students will be able to identify specific information about past events. Writing • Students will be able to write short and basic descriptions of facts and general truths. | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites Tasks/Activities Drama (Role Play,Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • Students prepare a poster about our solar system and give information about the planets. | **19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı** |
| MAYIS | 33.HAFTA(22-28) | 4 SAAT | Making simple comparisons Talking about past events Making simple inquiries | Unit 10: Planets | Listening • Students will be able to identify the discussion topic about popular science in simple oral texts. Spoken Interaction • Students will be able to make simple comparisons. • Students will be able to talk about past events. Spoken Production • Students will be able to report on general truths in various ways. Reading • Students will be able to identify specific information in various texts about facts and general truths. • Students will be able to identify specific information about past events. Writing • Students will be able to write short and basic descriptions of facts and general truths. | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites Tasks/Activities Drama (Role Play,Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • Students prepare a poster about our solar system and give information about the planets. |  |
| MAYIS-HAZİRAN | 34.HAFTA(29-04) | 4 SAAT | Making simple comparisons Talking about past events Making simple inquiries | Unit 10: Planets | Listening • Students will be able to identify the discussion topic about popular science in simple oral texts. Spoken Interaction • Students will be able to make simple comparisons. • Students will be able to talk about past events. Spoken Production • Students will be able to report on general truths in various ways. Reading • Students will be able to identify specific information in various texts about facts and general truths. • Students will be able to identify specific information about past events. Writing • Students will be able to write short and basic descriptions of facts and general truths. | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites Tasks/Activities Drama (Role Play,Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • Students prepare a poster about our solar system and give information about the planets. |  |
| HAZİRAN | 35.HAFTA(05-11) | 4 SAAT | Making simple comparisons Talking about past events Making simple inquiries | Unit 10: Planets | Listening • Students will be able to identify the discussion topic about popular science in simple oral texts. Spoken Interaction • Students will be able to make simple comparisons. • Students will be able to talk about past events. Spoken Production • Students will be able to report on general truths in various ways. Reading • Students will be able to identify specific information in various texts about facts and general truths. • Students will be able to identify specific information about past events. Writing • Students will be able to write short and basic descriptions of facts and general truths. | Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites Tasks/Activities Drama (Role Play,Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • Students prepare a poster about our solar system and give information about the planets. |  |
| HAZİRAN | 36.HAFTA(12-18) | 4 SAAT | Revision | Consolidation | Revision | 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.**