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

| **AY** | **HAFTA** | **SAAT** | **THEME** | **FUNCTIONS** | **LANGUAGE SKILLS AND LEARNING OUTCOMES** | **SAMPLE USAGE** | **KEMALISM VALUES EDUCATION** | **SUGGESTED MATERIALS TASKS** | **LEVEL** | **DEĞERLENDİRME** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| EYLÜL | 1.HAFTA(12-18) | 5 SAAT | THEME 1 : STUDYING ABROAD | 1. Meeting new people and introducing oneself and family | Listening E9.1.L1. Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text. E9.1.L2. Students will be able to detect specific information about jobs/countries/ nationalities. Pronunciation E9.1.P1. Students will be able to recognize contracted forms of “am, is, are” and “have/has”. Speaking E9.1.S1. Students will be able to introduce themselves and their family members. E9.1.S2. Students will be able to ask and answer about their personal belongings. E9.1.S3. Students will be able to ask for and give simple directions in simple phrases. Reading E9.1.R1. Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails. E9.1.R2. Students will be able to find specific information in a simple text about jobs/nationalities/countries. Writing E9.1.W1. Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form). | -Hello/Hey/What’s up? -Hi, long time no see! -Great to see you again! -Hi, how are you? /Hi, how is it going? -Not bad. -Goodbye -Catch you later! -Who is this in the picture? -This is my… -Is it your schedule? -No, it isn’t. / Yes, it is. Meet my friend Tom. You’re……? -What do you do? / -What do you do for a living? -I’m a hairdresser. -Which languages can you speak? / Can you speak any English? - Excuse me, is there a hospital around here? -Yes, first of all go straight ahead, take the second left… - How can I get to the library? | Saygı (Respect) | - Games/Fun - Road Signs - Postcards and Greeting Cards - Maps - Note Taking - Spoken Presentations Songs -Descriptive/Biographical Texts - Comics - Survey on Personal Life (find someone who) - E-mails - DISCUSSION TIME - TECH PACK E-PORTFOLIO ENTRY - VIDEO BLOG ENTRY - ELP Self-Assessment | A1 |  |
| EYLÜL | 2.HAFTA(19-25) | 5 SAAT |  | 1. Meeting new people and introducing oneself and family 2. Talking about possessions 3. Asking for and giving directions | Listening E9.1.L1. Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text. E9.1.L2. Students will be able to detect specific information about jobs/countries/ nationalities. Pronunciation E9.1.P1. Students will be able to recognize contracted forms of “am, is, are” and “have/has”. Speaking E9.1.S1. Students will be able to introduce themselves and their family members. E9.1.S2. Students will be able to ask and answer about their personal belongings. E9.1.S3. Students will be able to ask for and give simple directions in simple phrases. Reading E9.1.R1. Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails. E9.1.R2. Students will be able to find specific information in a simple text about jobs/nationalities/countries. Writing E9.1.W1. Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form). | -Hello/Hey/What’s up? -Hi, long time no see! -Great to see you again! -Hi, how are you? /Hi, how is it going? -Not bad. -Goodbye -Catch you later! -Who is this in the picture? -This is my… -Is it your schedule? -No, it isn’t. / Yes, it is. Meet my friend Tom. You’re……? -What do you do? / -What do you do for a living? -I’m a hairdresser. -Which languages can you speak? / Can you speak any English? - Excuse me, is there a hospital around here? -Yes, first of all go straight ahead, take the second left… - How can I get to the library? | Saygı (Respect) | - Games/Fun - Road Signs - Postcards and Greeting Cards - Maps - Note Taking - Spoken Presentations Songs -Descriptive/Biographical Texts - Comics - Survey on Personal Life (find someone who) - E-mails - DISCUSSION TIME - TECH PACK E-PORTFOLIO ENTRY - VIDEO BLOG ENTRY - ELP Self-Assessment | A1 |  |
| EYLÜL-EKİM | 3.HAFTA(26-02) | 5 SAAT |  | 1. Meeting new people and introducing oneself and family 2. Talking about possessions 3. Asking for and giving directions | Listening E9.1.L1. Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text. E9.1.L2. Students will be able to detect specific information about jobs/countries/ nationalities. Pronunciation E9.1.P1. Students will be able to recognize contracted forms of “am, is, are” and “have/has”. Speaking E9.1.S1. Students will be able to introduce themselves and their family members. E9.1.S2. Students will be able to ask and answer about their personal belongings. E9.1.S3. Students will be able to ask for and give simple directions in simple phrases. Reading E9.1.R1. Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails. E9.1.R2. Students will be able to find specific information in a simple text about jobs/nationalities/countries. Writing E9.1.W1. Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form). | -Hello/Hey/What’s up? -Hi, long time no see! -Great to see you again! -Hi, how are you? /Hi, how is it going? -Not bad. -Goodbye -Catch you later! -Who is this in the picture? -This is my… -Is it your schedule? -No, it isn’t. / Yes, it is. Meet my friend Tom. You’re……? -What do you do? / -What do you do for a living? -I’m a hairdresser. -Which languages can you speak? / Can you speak any English? - Excuse me, is there a hospital around here? -Yes, first of all go straight ahead, take the second left… - How can I get to the library? | Saygı (Respect) | - Games/Fun - Road Signs - Postcards and Greeting Cards - Maps - Note Taking - Spoken Presentations Songs -Descriptive/Biographical Texts - Comics - Survey on Personal Life (find someone who) - E-mails - DISCUSSION TIME - TECH PACK E-PORTFOLIO ENTRY - VIDEO BLOG ENTRY - ELP Self-Assessment | A1 |  |
| EKİM | 4.HAFTA(03-09) | 5 SAAT |  | 1. Meeting new people and introducing oneself and family 2. Talking about possessions 3. Asking for and giving directions | Listening E9.1.L1. Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text. E9.1.L2. Students will be able to detect specific information about jobs/countries/ nationalities. Pronunciation E9.1.P1. Students will be able to recognize contracted forms of “am, is, are” and “have/has”. Speaking E9.1.S1. Students will be able to introduce themselves and their family members. E9.1.S2. Students will be able to ask and answer about their personal belongings. E9.1.S3. Students will be able to ask for and give simple directions in simple phrases. Reading E9.1.R1. Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails. E9.1.R2. Students will be able to find specific information in a simple text about jobs/nationalities/countries. Writing E9.1.W1. Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form). | -Hello/Hey/What’s up? -Hi, long time no see! -Great to see you again! -Hi, how are you? /Hi, how is it going? -Not bad. -Goodbye -Catch you later! -Who is this in the picture? -This is my… -Is it your schedule? -No, it isn’t. / Yes, it is. Meet my friend Tom. You’re……? -What do you do? / -What do you do for a living? -I’m a hairdresser. -Which languages can you speak? / Can you speak any English? - Excuse me, is there a hospital around here? -Yes, first of all go straight ahead, take the second left… - How can I get to the library? | Saygı (Respect) | - Games/Fun - Road Signs - Postcards and Greeting Cards - Maps - Note Taking - Spoken Presentations Songs -Descriptive/Biographical Texts - Comics - Survey on Personal Life (find someone who) - E-mails - DISCUSSION TIME - TECH PACK E-PORTFOLIO ENTRY - VIDEO BLOG ENTRY - ELP Self-Assessment | A1 |  |
| EKİM | 5.HAFTA(10-16) | 5 SAAT | THEME 2 : MY ENVIRONMENT | 1. Talking about locations of things 2. Asking about and describing neighborhood 3. Making comparisons | Listening E9.2.L1. Students will be able to respond to the questions related to the topic of a recorded text/video. E9.2.L2. Students will be able to locate the things as they listen to information about the instructions. Pronunciation E9.2.P1. Students will be able to differentiate /ı/ and /i:/ sounds. Eg. sit /sıt/ seat /si?t/ Speaking E9.2.S1. Students will be able to ask about and describe their neighbourhood. E9.2.S2. Students will be able to compare people, places and objects around them. E9.2.S3.Students will be able to ask and answer questions about location of things and places. Reading E9.2.R1. Students will be able to read a simple text for specific information about their neighbourhood/city etc. Writing E9.2.W1. Students will be able to fill in a chart comparing cities in different countries/Turkey. E9.2.W2. Students will be able to describe different environments in simple sentences and phrases. | - What do you have in your room/kitchen/classroom/lounge/school? - Is it a large or a small cellar? - There aren’t any sport facilities in our school. - Do you live in a nice community? - This store is cheaper than the previous one. Is there a nice mall in this neighborhood? - The one in our neighborhood is the biggest in Ankara. | Saygı (Respect) | - Product Labels - Brochures - Discount Banners - High-end Flea Market - Songs - Games - Poster Advertisements -Note taking - Comparing - Role play - Information Gap - Descriptive Text - Tables/graphics DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A1 |  |
| EKİM | 6.HAFTA(17-23) | 5 SAAT | THEME 2 : MY ENVIRONMENT | 1. Talking about locations of things 2. Asking about and describing neighborhood 3. Making comparisons | Listening E9.2.L1. Students will be able to respond to the questions related to the topic of a recorded text/video. E9.2.L2. Students will be able to locate the things as they listen to information about the instructions. Pronunciation E9.2.P1. Students will be able to differentiate /ı/ and /i:/ sounds. Eg. sit /sıt/ seat /si?t/ Speaking E9.2.S1. Students will be able to ask about and describe their neighbourhood. E9.2.S2. Students will be able to compare people, places and objects around them. E9.2.S3.Students will be able to ask and answer questions about location of things and places. Reading E9.2.R1. Students will be able to read a simple text for specific information about their neighbourhood/city etc. Writing E9.2.W1. Students will be able to fill in a chart comparing cities in different countries/Turkey. E9.2.W2. Students will be able to describe different environments in simple sentences and phrases. | - What do you have in your room/kitchen/classroom/lounge/school? - Is it a large or a small cellar? - There aren’t any sport facilities in our school. - Do you live in a nice community? - This store is cheaper than the previous one. Is there a nice mall in this neighborhood? - The one in our neighborhood is the biggest in Ankara. | Saygı (Respect) | - Product Labels - Brochures - Discount Banners - High-end Flea Market - Songs - Games - Poster Advertisements -Note taking - Comparing - Role play - Information Gap - Descriptive Text - Tables/graphics DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A1 |  |
| EKİM | 7.HAFTA(24-30) | 5 SAAT | THEME 2 : MY ENVIRONMENTTHEME 2 : MY ENVIRONMENT | 1. Talking about locations of things 2. Asking about and describing neighborhood 3. Making comparisons1. Talking about locations of things 2. Asking about and describing neighborhood 3. Making comparisons | Listening E9.2.L1. Students will be able to respond to the questions related to the topic of a recorded text/video. E9.2.L2. Students will be able to locate the things as they listen to information about the instructions. Pronunciation E9.2.P1. Students will be able to differentiate /ı/ and /i:/ sounds. Eg. sit /sıt/ seat /si?t/ Speaking E9.2.S1. Students will be able to ask about and describe their neighbourhood. E9.2.S2. Students will be able to compare people, places and objects around them. E9.2.S3.Students will be able to ask and answer questions about location of things and places. Reading E9.2.R1. Students will be able to read a simple text for specific information about their neighbourhood/city etc. Writing E9.2.W1. Students will be able to fill in a chart comparing cities in different countries/Turkey. E9.2.W2. Students will be able to describe different environments in simple sentences and phrases.Listening E9.2.L1. Students will be able to respond to the questions related to the topic of a recorded text/video. E9.2.L2. Students will be able to locate the things as they listen to information about the instructions. Pronunciation E9.2.P1. Students will be able to differentiate /ı/ and /i:/ sounds. Eg. sit /sıt/ seat /si?t/ Speaking E9.2.S1. Students will be able to ask about and describe their neighbourhood. E9.2.S2. Students will be able to compare people, places and objects around them. E9.2.S3.Students will be able to ask and answer questions about location of things and places. Reading E9.2.R1. Students will be able to read a simple text for specific information about their neighbourhood/city etc. Writing E9.2.W1. Students will be able to fill in a chart comparing cities in different countries/Turkey. E9.2.W2. Students will be able to describe different environments in simple sentences and phrases. | - What do you have in your room/kitchen/classroom/lounge/school? - Is it a large or a small cellar? - There aren’t any sport facilities in our school. - Do you live in a nice community? - This store is cheaper than the previous one. Is there a nice mall in this neighborhood? - The one in our neighborhood is the biggest in Ankara.- What do you have in your room/kitchen/classroom/lounge/school? - Is it a large or a small cellar? - There aren’t any sport facilities in our school. - Do you live in a nice community? - This store is cheaper than the previous one. Is there a nice mall in this neighborhood? - The one in our neighborhood is the biggest in Ankara. | Saygı (Respect)Saygı (Respect) | - Product Labels - Brochures - Discount Banners - High-end Flea Market - Songs - Games - Poster Advertisements -Note taking - Comparing - Role play - Information Gap - Descriptive Text - Tables/graphics DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY- Product Labels - Brochures - Discount Banners - High-end Flea Market - Songs - Games - Poster Advertisements -Note taking - Comparing - Role play - Information Gap - Descriptive Text - Tables/graphics DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A1A1 | **Cumhuriyet Bayramı** |
| EKİM-KASIM | 8.HAFTA(31-06) | 5 SAAT | THEME 3 : MOVIES | 1. Talking about likes/ dislikes, hobbies and free time activities 2. Expressing opinions 3. Making preferences 4. Asking about and telling the time and the date 5. Inviting and refusing/accepting an invitation | Listening E9.3.L1. Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text or video. E9.3.L2.Students will be able to reorder a conversation about making invitations/ offers. Pronunciation E9.3.P1. Students will be able to differentiate /t/ and / ? / sounds. Eg. ten /ten/ thin / ?ın/ Speaking E9.3.S1. Students will be able to express their opinions about free time activites. E9.3.S2.Students will be able to ask about and tell the time and the date. E9.3.S3. Students will be able to make preferences about their hobbies and free time activities. E9.3.S4. Students will be able to act out a dialogue about accepting and refusing an invitation. Reading E9.3.R1. Students will be able to scan film reviews on blogs to decide which movie to see. E9.3.R2.Students will be able to find the main idea of a text about movies. Writing E9.3.W1. Students will be able to write their opinions on a blog. E9.3.W2. Students will be able to write short text messages to invite their friend for a movie. | - I like/enjoy watching documentaries. - Detective film is my thing. - I hate watching cooking programs because I think they waste our time. - Romantic movies are not very me. - Marbling is my favorite art. - Let’s see/ How about going to see a movie tonight? - Are you in the mood for a movie/an art exhibition on Saturday? -Why don’t we have a cup of coffee after school? -Oh, What a great idea! -Oh, I think it is a fantastic idea! -Cool! -Thanks, that sounds nice! -Oh, I’d love to do that! -Well, I’d love to but I have other plans. - I think it was a great movie. - I believe this is ….. - I suppose…. - I guess the actress won the Oscar last year…. - If you ask me…. - Personally, I think… - Can you tell me the time? Do you have the time? - I prefer watching documentaries rather than TV serials | 10th November Atatürk’s Week ATATURK’S EDUCATIONAL LIFE | - Self-Prepared Video - Competitions - Podcasts - Magazines - Newspapers - Movie Tracks - Movies - Internet Websites - Graphics/Charts - Jigsaw - Puzzle - Oral Retelling - Narrative Text DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | A1 | **Kızılay Haftası** |
| KASIM | 9.HAFTA(07-13) | 5 SAAT | THEME 3 : MOVIES | 1. Talking about likes/ dislikes, hobbies and free time activities 2. Expressing opinions 3. Making preferences 4. Asking about and telling the time and the date 5. Inviting and refusing/accepting an invitation | Listening E9.3.L1. Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text or video. E9.3.L2.Students will be able to reorder a conversation about making invitations/ offers. Pronunciation E9.3.P1. Students will be able to differentiate /t/ and / ? / sounds. Eg. ten /ten/ thin / ?ın/ Speaking E9.3.S1. Students will be able to express their opinions about free time activites. E9.3.S2.Students will be able to ask about and tell the time and the date. E9.3.S3. Students will be able to make preferences about their hobbies and free time activities. E9.3.S4. Students will be able to act out a dialogue about accepting and refusing an invitation. Reading E9.3.R1. Students will be able to scan film reviews on blogs to decide which movie to see. E9.3.R2.Students will be able to find the main idea of a text about movies. Writing E9.3.W1. Students will be able to write their opinions on a blog. E9.3.W2. Students will be able to write short text messages to invite their friend for a movie. | - I like/enjoy watching documentaries. - Detective film is my thing. - I hate watching cooking programs because I think they waste our time. - Romantic movies are not very me. - Marbling is my favorite art. - Let’s see/ How about going to see a movie tonight? - Are you in the mood for a movie/an art exhibition on Saturday? -Why don’t we have a cup of coffee after school? -Oh, What a great idea! -Oh, I think it is a fantastic idea! -Cool! -Thanks, that sounds nice! -Oh, I’d love to do that! -Well, I’d love to but I have other plans. - I think it was a great movie. - I believe this is ….. - I suppose…. - I guess the actress won the Oscar last year…. - If you ask me…. - Personally, I think… - Can you tell me the time? Do you have the time? - I prefer watching documentaries rather than TV serials | 10th November Atatürk’s Week ATATURK’S EDUCATIONAL LIFE | - Self-Prepared Video - Competitions - Podcasts - Magazines - Newspapers - Movie Tracks - Movies - Internet Websites - Graphics/Charts - Jigsaw - Puzzle - Oral Retelling - Narrative Text DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | A1 | **Atatürk Haftası** |
| KASIM | 10.HAFTA(21-27) | 5 SAAT | THEME 3 : MOVIES | 1. Talking about likes/ dislikes, hobbies and free time activities 2. Expressing opinions 3. Making preferences 4. Asking about and telling the time and the date 5. Inviting and refusing/accepting an invitation | Listening E9.3.L1. Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text or video. E9.3.L2.Students will be able to reorder a conversation about making invitations/ offers. Pronunciation E9.3.P1. Students will be able to differentiate /t/ and / ? / sounds. Eg. ten /ten/ thin / ?ın/ Speaking E9.3.S1. Students will be able to express their opinions about free time activites. E9.3.S2.Students will be able to ask about and tell the time and the date. E9.3.S3. Students will be able to make preferences about their hobbies and free time activities. E9.3.S4. Students will be able to act out a dialogue about accepting and refusing an invitation. Reading E9.3.R1. Students will be able to scan film reviews on blogs to decide which movie to see. E9.3.R2.Students will be able to find the main idea of a text about movies. Writing E9.3.W1. Students will be able to write their opinions on a blog. E9.3.W2. Students will be able to write short text messages to invite their friend for a movie. | - I like/enjoy watching documentaries. - Detective film is my thing. - I hate watching cooking programs because I think they waste our time. - Romantic movies are not very me. - Marbling is my favorite art. - Let’s see/ How about going to see a movie tonight? - Are you in the mood for a movie/an art exhibition on Saturday? -Why don’t we have a cup of coffee after school? -Oh, What a great idea! -Oh, I think it is a fantastic idea! -Cool! -Thanks, that sounds nice! -Oh, I’d love to do that! -Well, I’d love to but I have other plans. - I think it was a great movie. - I believe this is ….. - I suppose…. - I guess the actress won the Oscar last year…. - If you ask me…. - Personally, I think… - Can you tell me the time? Do you have the time? - I prefer watching documentaries rather than TV serials | 10th November Atatürk’s Week ATATURK’S EDUCATIONAL LIFE | - Self-Prepared Video - Competitions - Podcasts - Magazines - Newspapers - Movie Tracks - Movies - Internet Websites - Graphics/Charts - Jigsaw - Puzzle - Oral Retelling - Narrative Text DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | A1 | **Öğretmenler Günü** |
| KASIM-ARALIK | 11.HAFTA(28-04) | 5 SAAT | THEME 3 : MOVIES | 1. Talking about likes/ dislikes, hobbies and free time activities 2. Expressing opinions 3. Making preferences 4. Asking about and telling the time and the date 5. Inviting and refusing/accepting an invitation | Listening E9.3.L1. Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text or video. E9.3.L2.Students will be able to reorder a conversation about making invitations/ offers. Pronunciation E9.3.P1. Students will be able to differentiate /t/ and / ? / sounds. Eg. ten /ten/ thin / ?ın/ Speaking E9.3.S1. Students will be able to express their opinions about free time activites. E9.3.S2.Students will be able to ask about and tell the time and the date. E9.3.S3. Students will be able to make preferences about their hobbies and free time activities. E9.3.S4. Students will be able to act out a dialogue about accepting and refusing an invitation. Reading E9.3.R1. Students will be able to scan film reviews on blogs to decide which movie to see. E9.3.R2.Students will be able to find the main idea of a text about movies. Writing E9.3.W1. Students will be able to write their opinions on a blog. E9.3.W2. Students will be able to write short text messages to invite their friend for a movie. | - I like/enjoy watching documentaries. - Detective film is my thing. - I hate watching cooking programs because I think they waste our time. - Romantic movies are not very me. - Marbling is my favorite art. - Let’s see/ How about going to see a movie tonight? - Are you in the mood for a movie/an art exhibition on Saturday? -Why don’t we have a cup of coffee after school? -Oh, What a great idea! -Oh, I think it is a fantastic idea! -Cool! -Thanks, that sounds nice! -Oh, I’d love to do that! -Well, I’d love to but I have other plans. - I think it was a great movie. - I believe this is ….. - I suppose…. - I guess the actress won the Oscar last year…. - If you ask me…. - Personally, I think… - Can you tell me the time? Do you have the time? - I prefer watching documentaries rather than TV serials | 10th November Atatürk’s Week ATATURK’S EDUCATIONAL LIFE | - Self-Prepared Video - Competitions - Podcasts - Magazines - Newspapers - Movie Tracks - Movies - Internet Websites - Graphics/Charts - Jigsaw - Puzzle - Oral Retelling - Narrative Text DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | A1 | **Dünya Engelliler Günü** |
| ARALIK | 12.HAFTA(05-11) | 5 SAAT | THEME 4 : HUMAN IN NATURE | 1. Describing daily routines 2. Talking about abilities 3. Talking about frequencies of activities | Listening E9.4.L1. Students will be able to identify the subject of a text with the help of familiar words. E9.4.L2. Students will be able to identify time expressions of daily routines. Pronunciation E9.4.P1. Students will be able to pronounce /s/ , /z/ and / ız/ sounds. Eg. runs /r?ns/ brings /brı?z/ watches /w?t?ız/ Speaking E9.4.S1. Students will be able to talk about their abilities. E9.4.S2. Students will be able to talk about their daily activities and the frequencies of those activities. Reading E9.4.R1. Students will be able to identify specific information in a simpler written material such as short newspaper articles on effects of natural events. E9.4.R2. Students will be able to scan reading passages about people to find out different/unusual abilities. Writing E9.4.W1. Students will be able to write about their friend's daily life and the frequencies of their activities. E9.4.W2. Students will be able to write a short paragraph about love for nature. | - I wake up at seven a.m. every morning when I go camping. - He runs a couple of miles every morning to clear his head. - Mum grows organic vegetables in her garden. - We don’t stay in a tent during our summer holidays. -How often do you go trekking? -Sometimes -Once a week - Robert can cook delicious meals but I can’t. - How long can you survive without water? - I am not sure but I think one or two days. - What can Sheila do? - What can we do to prevent natural disasters? - My friends help the victims/casualities of natural disaster. | 10th November Atatürk’s Week ATATURK’S EDUCATIONAL LIFE | - Magazines - Newspapers - Internet websites Graphics/Charts - TV news broadcasts - Monologues - Jigsaw - Informative texts DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A1 |  |
| ARALIK | 13.HAFTA(12-18) | 5 SAAT | THEME 4 : HUMAN IN NATURE | 1. Describing daily routines 2. Talking about abilities 3. Talking about frequencies of activities | Listening E9.4.L1. Students will be able to identify the subject of a text with the help of familiar words. E9.4.L2. Students will be able to identify time expressions of daily routines. Pronunciation E9.4.P1. Students will be able to pronounce /s/ , /z/ and / ız/ sounds. Eg. runs /r?ns/ brings /brı?z/ watches /w?t?ız/ Speaking E9.4.S1. Students will be able to talk about their abilities. E9.4.S2. Students will be able to talk about their daily activities and the frequencies of those activities. Reading E9.4.R1. Students will be able to identify specific information in a simpler written material such as short newspaper articles on effects of natural events. E9.4.R2. Students will be able to scan reading passages about people to find out different/unusual abilities. Writing E9.4.W1. Students will be able to write about their friend's daily life and the frequencies of their activities. E9.4.W2. Students will be able to write a short paragraph about love for nature. | - I wake up at seven a.m. every morning when I go camping. - He runs a couple of miles every morning to clear his head. - Mum grows organic vegetables in her garden. - We don’t stay in a tent during our summer holidays. -How often do you go trekking? -Sometimes -Once a week - Robert can cook delicious meals but I can’t. - How long can you survive without water? - I am not sure but I think one or two days. - What can Sheila do? - What can we do to prevent natural disasters? - My friends help the victims/casualities of natural disaster. | 10th November Atatürk’s Week ATATURK’S EDUCATIONAL LIFE | - Magazines - Newspapers - Internet websites Graphics/Charts - TV news broadcasts - Monologues - Jigsaw - Informative texts DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A1 |  |
| ARALIK | 14.HAFTA(19-25) | 5 SAAT | THEME 4 : HUMAN IN NATURE | 1. Describing daily routines 2. Talking about abilities 3. Talking about frequencies of activities | Listening E9.4.L1. Students will be able to identify the subject of a text with the help of familiar words. E9.4.L2. Students will be able to identify time expressions of daily routines. Pronunciation E9.4.P1. Students will be able to pronounce /s/ , /z/ and / ız/ sounds. Eg. runs /r?ns/ brings /brı?z/ watches /w?t?ız/ Speaking E9.4.S1. Students will be able to talk about their abilities. E9.4.S2. Students will be able to talk about their daily activities and the frequencies of those activities. Reading E9.4.R1. Students will be able to identify specific information in a simpler written material such as short newspaper articles on effects of natural events. E9.4.R2. Students will be able to scan reading passages about people to find out different/unusual abilities. Writing E9.4.W1. Students will be able to write about their friend's daily life and the frequencies of their activities. E9.4.W2. Students will be able to write a short paragraph about love for nature. | - I wake up at seven a.m. every morning when I go camping. - He runs a couple of miles every morning to clear his head. - Mum grows organic vegetables in her garden. - We don’t stay in a tent during our summer holidays. -How often do you go trekking? -Sometimes -Once a week - Robert can cook delicious meals but I can’t. - How long can you survive without water? - I am not sure but I think one or two days. - What can Sheila do? - What can we do to prevent natural disasters? - My friends help the victims/casualities of natural disaster. | 10th November Atatürk’s Week ATATURK’S EDUCATIONAL LIFE | - Magazines - Newspapers - Internet websites Graphics/Charts - TV news broadcasts - Monologues - Jigsaw - Informative texts DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A1 |  |
| ARALIK-OCAK | 15.HAFTA(26-01) | 5 SAAT | THEME 5 : INSPIRATIONAL PEOPLE | 1. Asking about and describing people’s appearances and characters 2. Comparing characteristics and appearances. 3. Expressing opinions (Agreeing, disagreeing, etc…) 4. Talking about current activities | Listening E9.5.L1. Students will be able to match the descriptions of people’s appearances in a recorded text with appropriate pictures. Pronunciation E9.5.P1. Students will be able to practice /? / sound. Eg. Bringing /brı?ı?/ Speaking E9.5.S1. Students will be able to compare characteristics of different well-known people by expressing opinions. E9.5.S2. Students will be able to describe current actions in pictures. Reading E9.5.R1. Students will be able to scan a text for specific information. E9.5.R2. Students will be able to guess the meanings of unknown words from the contexts. Writing E9.5.W1. Students will be able to prepare a poster about an inspirational character. E9.5.W2. Students will be able to write a fan social media message to a well-known person. | - Who’s your favorite movie star? - What is s/he like? - What does…look like? - How old/tall/long…? - What color……? - S/he has got blonde/wavy hair. - In the picture Claire’s hair is shorter than Hanna’s. - Who is your favorite sportsman/ sportswoman? - S/he is a born singer. - He has got a natural talent for sports. -I think George is more emotional than Jay. -I disagree with you, I think vice versa. - In my opinion… - I totally disagree. / I’m afraid, I disagree… - She is getting ready for the shot. Is the producer working on a new film? -The famous footlball player is visiting charity organizations for the refugees now. | 10th November Atatürk’s Week ATATURK’S EDUCATIONAL LIFE | - TV/Radio/ - Podcasts Magazine/Newspaper - Games/Fun - Comics - Songs - Videos - Poem - Note Taking - Fan Letters - Character Diaries - Role Play - Survey on Appearances at School - Guess Who Interview DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | A1 |  |
| OCAK | 16.HAFTA(02-08) | 5 SAAT | THEME 5 : INSPIRATIONAL PEOPLE | 1. Asking about and describing people’s appearances and characters 2. Comparing characteristics and appearances. 3. Expressing opinions (Agreeing, disagreeing, etc…) 4. Talking about current activities | Listening E9.5.L1. Students will be able to match the descriptions of people’s appearances in a recorded text with appropriate pictures. Pronunciation E9.5.P1. Students will be able to practice /? / sound. Eg. Bringing /brı?ı?/ Speaking E9.5.S1. Students will be able to compare characteristics of different well-known people by expressing opinions. E9.5.S2. Students will be able to describe current actions in pictures. Reading E9.5.R1. Students will be able to scan a text for specific information. E9.5.R2. Students will be able to guess the meanings of unknown words from the contexts. Writing E9.5.W1. Students will be able to prepare a poster about an inspirational character. E9.5.W2. Students will be able to write a fan social media message to a well-known person. | - Who’s your favorite movie star? - What is s/he like? - What does…look like? - How old/tall/long…? - What color……? - S/he has got blonde/wavy hair. - In the picture Claire’s hair is shorter than Hanna’s. - Who is your favorite sportsman/ sportswoman? - S/he is a born singer. - He has got a natural talent for sports. -I think George is more emotional than Jay. -I disagree with you, I think vice versa. - In my opinion… - I totally disagree. / I’m afraid, I disagree… - She is getting ready for the shot. Is the producer working on a new film? -The famous footlball player is visiting charity organizations for the refugees now. | 10th November Atatürk’s Week ATATURK’S EDUCATIONAL LIFE | - TV/Radio/ - Podcasts Magazine/Newspaper - Games/Fun - Comics - Songs - Videos - Poem - Note Taking - Fan Letters - Character Diaries - Role Play - Survey on Appearances at School - Guess Who Interview DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | A1 |  |
| OCAK | 17.HAFTA(09-15) | 5 SAAT | THEME 5 : INSPIRATIONAL PEOPLE | 1. Asking about and describing people’s appearances and characters 2. Comparing characteristics and appearances. 3. Expressing opinions (Agreeing, disagreeing, etc…) 4. Talking about current activities | Listening E9.5.L1. Students will be able to match the descriptions of people’s appearances in a recorded text with appropriate pictures. Pronunciation E9.5.P1. Students will be able to practice /? / sound. Eg. Bringing /brı?ı?/ Speaking E9.5.S1. Students will be able to compare characteristics of different well-known people by expressing opinions. E9.5.S2. Students will be able to describe current actions in pictures. Reading E9.5.R1. Students will be able to scan a text for specific information. E9.5.R2. Students will be able to guess the meanings of unknown words from the contexts. Writing E9.5.W1. Students will be able to prepare a poster about an inspirational character. E9.5.W2. Students will be able to write a fan social media message to a well-known person. | - Who’s your favorite movie star? - What is s/he like? - What does…look like? - How old/tall/long…? - What color……? - S/he has got blonde/wavy hair. - In the picture Claire’s hair is shorter than Hanna’s. - Who is your favorite sportsman/ sportswoman? - S/he is a born singer. - He has got a natural talent for sports. -I think George is more emotional than Jay. -I disagree with you, I think vice versa. - In my opinion… - I totally disagree. / I’m afraid, I disagree… - She is getting ready for the shot. Is the producer working on a new film? -The famous footlball player is visiting charity organizations for the refugees now. | 10th November Atatürk’s Week ATATURK’S EDUCATIONAL LIFE | - TV/Radio/ - Podcasts Magazine/Newspaper - Games/Fun - Comics - Songs - Videos - Poem - Note Taking - Fan Letters - Character Diaries - Role Play - Survey on Appearances at School - Guess Who Interview DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | A1 |  |
| OCAK | 18.HAFTA(16-22) | 5 SAAT | THEME 5 : INSPIRATIONAL PEOPLE | 1. Asking about and describing people’s appearances and characters 2. Comparing characteristics and appearances. 3. Expressing opinions (Agreeing, disagreeing, etc…) 4. Talking about current activities | Listening E9.5.L1. Students will be able to match the descriptions of people’s appearances in a recorded text with appropriate pictures. Pronunciation E9.5.P1. Students will be able to practice /? / sound. Eg. Bringing /brı?ı?/ Speaking E9.5.S1. Students will be able to compare characteristics of different well-known people by expressing opinions. E9.5.S2. Students will be able to describe current actions in pictures. Reading E9.5.R1. Students will be able to scan a text for specific information. E9.5.R2. Students will be able to guess the meanings of unknown words from the contexts. Writing E9.5.W1. Students will be able to prepare a poster about an inspirational character. E9.5.W2. Students will be able to write a fan social media message to a well-known person. | - Who’s your favorite movie star? - What is s/he like? - What does…look like? - How old/tall/long…? - What color……? - S/he has got blonde/wavy hair. - In the picture Claire’s hair is shorter than Hanna’s. - Who is your favorite sportsman/ sportswoman? - S/he is a born singer. - He has got a natural talent for sports. -I think George is more emotional than Jay. -I disagree with you, I think vice versa. - In my opinion… - I totally disagree. / I’m afraid, I disagree… - She is getting ready for the shot. Is the producer working on a new film? -The famous footlball player is visiting charity organizations for the refugees now. | 10th November Atatürk’s Week ATATURK’S EDUCATIONAL LIFE | - TV/Radio/ - Podcasts Magazine/Newspaper - Games/Fun - Comics - Songs - Videos - Poem - Note Taking - Fan Letters - Character Diaries - Role Play - Survey on Appearances at School - Guess Who Interview DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | A1 |  |
| ŞUBAT | 19.HAFTA(06-12) | 5 SAAT | THEME 6 : BRIDGING CULTURES | 1. Asking about and describing cities 2. Identifying cultural differences 3. Talking about travel and tourism 4. Ordering food | Listening E9.6.L1.Students will be able to detect specific information in public announcements at the airport / train station etc. E9.6.L2.Students will be able to identify the most frequently used expressions to order food in a restaurant. Pronunciation E9.6.P1.Students will be able to differentiate /v/ and /w/ sounds. Eg. Very /verı/ well /wel/ Speaking E9.6.S1.Students will be able to take part in a dialogue about ordering food at a restaurant/cafe. E9.6.S2.Students will be able to take part in conversations in the situations that can occur while travelling. E9.6.S3.Students will be able to use the most frequently used expressions to buy a flight/ bus/train ticket. E9.6.S4. Students will be able to talk about some basic cultural differences of places they have visited. Reading E9.6.R1.Students will able to scan short texts describing some famous cities in the world for specific information. E9.6.R2. Students will be able to get the main points of the informative texts related to intercultural differences. Writing E9.6.W1. Students will be able to leave a short written message for their parents at the reception desk. E9.6.W2. Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons. | - Turkish people in general are very hospitable to visitors from other countries. - Indian food is spicy, but it’s not the same in Australia. - What do you think about the social life in the States? - People immigrate to…, because there are many job opportunities. - What is the weather like in…? It is rainy almost everyday in England. - Do you have any suggestion for me? I suggest you visit the Berlin Museum when you take a trip to Germany. I strongly advise you visit/eat…in … - What is the purpose of your visit? - Please don’t leave any bags unattended. Flight number TK1987 is now boarding/ has landed. -When is the next flight to London? On Wednesday at 5.30. -What would you like to have? I'd like to have/eat a steak or salad. -Would you like to drink something? Lemonade, please! What about you, madam? | Dürüstlük (Honesty) | Announcements - Newspaper - Transportation Schedules - Graphics/ Currency Charts - Film - Comics - Maps -Road Signs - Expository Texts - Note Taking - Role Play - Songs - Surveying - Guessing DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A2 | **İkinci Yarıyıl Başlangıcı** |
| ŞUBAT | 20.HAFTA(13-19) | 5 SAAT | THEME 6 : BRIDGING CULTURES | 1. Asking about and describing cities 2. Identifying cultural differences 3. Talking about travel and tourism 4. Ordering food | Listening E9.6.L1.Students will be able to detect specific information in public announcements at the airport / train station etc. E9.6.L2.Students will be able to identify the most frequently used expressions to order food in a restaurant. Pronunciation E9.6.P1.Students will be able to differentiate /v/ and /w/ sounds. Eg. Very /verı/ well /wel/ Speaking E9.6.S1.Students will be able to take part in a dialogue about ordering food at a restaurant/cafe. E9.6.S2.Students will be able to take part in conversations in the situations that can occur while travelling. E9.6.S3.Students will be able to use the most frequently used expressions to buy a flight/ bus/train ticket. E9.6.S4. Students will be able to talk about some basic cultural differences of places they have visited. Reading E9.6.R1.Students will able to scan short texts describing some famous cities in the world for specific information. E9.6.R2. Students will be able to get the main points of the informative texts related to intercultural differences. Writing E9.6.W1. Students will be able to leave a short written message for their parents at the reception desk. E9.6.W2. Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons. | - Turkish people in general are very hospitable to visitors from other countries. - Indian food is spicy, but it’s not the same in Australia. - What do you think about the social life in the States? - People immigrate to…, because there are many job opportunities. - What is the weather like in…? It is rainy almost everyday in England. - Do you have any suggestion for me? I suggest you visit the Berlin Museum when you take a trip to Germany. I strongly advise you visit/eat…in … - What is the purpose of your visit? - Please don’t leave any bags unattended. Flight number TK1987 is now boarding/ has landed. -When is the next flight to London? On Wednesday at 5.30. -What would you like to have? I'd like to have/eat a steak or salad. -Would you like to drink something? Lemonade, please! What about you, madam? | Dürüstlük (Honesty) | Announcements - Newspaper - Transportation Schedules - Graphics/ Currency Charts - Film - Comics - Maps -Road Signs - Expository Texts - Note Taking - Role Play - Songs - Surveying - Guessing DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A2 |  |
| ŞUBAT | 21.HAFTA(20-26) | 5 SAAT | THEME 6 : BRIDGING CULTURES | 1. Asking about and describing cities 2. Identifying cultural differences 3. Talking about travel and tourism 4. Ordering food | Listening E9.6.L1.Students will be able to detect specific information in public announcements at the airport / train station etc. E9.6.L2.Students will be able to identify the most frequently used expressions to order food in a restaurant. Pronunciation E9.6.P1.Students will be able to differentiate /v/ and /w/ sounds. Eg. Very /verı/ well /wel/ Speaking E9.6.S1.Students will be able to take part in a dialogue about ordering food at a restaurant/cafe. E9.6.S2.Students will be able to take part in conversations in the situations that can occur while travelling. E9.6.S3.Students will be able to use the most frequently used expressions to buy a flight/ bus/train ticket. E9.6.S4. Students will be able to talk about some basic cultural differences of places they have visited. Reading E9.6.R1.Students will able to scan short texts describing some famous cities in the world for specific information. E9.6.R2. Students will be able to get the main points of the informative texts related to intercultural differences. Writing E9.6.W1. Students will be able to leave a short written message for their parents at the reception desk. E9.6.W2. Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons. | - Turkish people in general are very hospitable to visitors from other countries. - Indian food is spicy, but it’s not the same in Australia. - What do you think about the social life in the States? - People immigrate to…, because there are many job opportunities. - What is the weather like in…? It is rainy almost everyday in England. - Do you have any suggestion for me? I suggest you visit the Berlin Museum when you take a trip to Germany. I strongly advise you visit/eat…in … - What is the purpose of your visit? - Please don’t leave any bags unattended. Flight number TK1987 is now boarding/ has landed. -When is the next flight to London? On Wednesday at 5.30. -What would you like to have? I'd like to have/eat a steak or salad. -Would you like to drink something? Lemonade, please! What about you, madam? | Dürüstlük (Honesty) | Announcements - Newspaper - Transportation Schedules - Graphics/ Currency Charts - Film - Comics - Maps -Road Signs - Expository Texts - Note Taking - Role Play - Songs - Surveying - Guessing DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A2 |  |
| ŞUBAT-MART | 22.HAFTA(27-05) | 5 SAAT | THEME 6 : BRIDGING CULTURES | 1. Asking about and describing cities 2. Identifying cultural differences 3. Talking about travel and tourism 4. Ordering food | Listening E9.6.L1.Students will be able to detect specific information in public announcements at the airport / train station etc. E9.6.L2.Students will be able to identify the most frequently used expressions to order food in a restaurant. Pronunciation E9.6.P1.Students will be able to differentiate /v/ and /w/ sounds. Eg. Very /verı/ well /wel/ Speaking E9.6.S1.Students will be able to take part in a dialogue about ordering food at a restaurant/cafe. E9.6.S2.Students will be able to take part in conversations in the situations that can occur while travelling. E9.6.S3.Students will be able to use the most frequently used expressions to buy a flight/ bus/train ticket. E9.6.S4. Students will be able to talk about some basic cultural differences of places they have visited. Reading E9.6.R1.Students will able to scan short texts describing some famous cities in the world for specific information. E9.6.R2. Students will be able to get the main points of the informative texts related to intercultural differences. Writing E9.6.W1. Students will be able to leave a short written message for their parents at the reception desk. E9.6.W2. Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons. | - Turkish people in general are very hospitable to visitors from other countries. - Indian food is spicy, but it’s not the same in Australia. - What do you think about the social life in the States? - People immigrate to…, because there are many job opportunities. - What is the weather like in…? It is rainy almost everyday in England. - Do you have any suggestion for me? I suggest you visit the Berlin Museum when you take a trip to Germany. I strongly advise you visit/eat…in … - What is the purpose of your visit? - Please don’t leave any bags unattended. Flight number TK1987 is now boarding/ has landed. -When is the next flight to London? On Wednesday at 5.30. -What would you like to have? I'd like to have/eat a steak or salad. -Would you like to drink something? Lemonade, please! What about you, madam? | Dürüstlük (Honesty) | Announcements - Newspaper - Transportation Schedules - Graphics/ Currency Charts - Film - Comics - Maps -Road Signs - Expository Texts - Note Taking - Role Play - Songs - Surveying - Guessing DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A2 |  |
| MART | 23.HAFTA(06-12) | 5 SAAT | THEME 7 : WORLD HERITAGE | 1. Talking about past events 2. Making inquiries 3. Asking and answering questions in an interview | Listening E9.7.L1.Students will be able to organize information on world heritage in a recorded text/video. E9.7.L2. Students will be able to respond to simple questions/ statements in an interview. Pronunciation E9.7.P1. Students will be able to sound natural producing “-ed” sounds in regular past verbs and the pronunciation of /w?z/ and /w?z/. Speaking E9.7.S1. Students will be able to ask and answer simple questions in an interview about past times and past events. E9.7.S2. Students will be able to make a short simple presentation about an ancient civilization they have searched before. Reading E9.7.R1.Students will be able to ask and answer the questions about a text related to the world heritage. E9.7.R2. Students will be able to reorder the events in a short story. Writing E9.7.W1. Students will be able to write a series of sentences about historical places they visited in the past. | Why did/was…? Who did/was…? What did/were….? / Where did/were…? Did you…? Was she…? Can you tell me what happened? As far as I can remember s/he was… When the Egyptians built Great Pyramid of Giza… Before Greeks decided to build Colossus of Rhodes… Firstly, they carried… Secondly, they decided on… | Dürüstlük (Honesty) | - Making Timeline - Films - Literary Texts (poem, story, etc.) - Story Boards - Summary Writing - Oral Retelling - Jigsaw Puzzle - Compare and Contrast/Narrative Texts - Repeating - Role Play - Song/ Chants DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A2 |  |
| MART | 24.HAFTA(13-19) | 5 SAAT | THEME 7 : WORLD HERITAGE | 1. Talking about past events 2. Making inquiries 3. Asking and answering questions in an interview | Listening E9.7.L1.Students will be able to organize information on world heritage in a recorded text/video. E9.7.L2. Students will be able to respond to simple questions/ statements in an interview. Pronunciation E9.7.P1. Students will be able to sound natural producing “-ed” sounds in regular past verbs and the pronunciation of /w?z/ and /w?z/. Speaking E9.7.S1. Students will be able to ask and answer simple questions in an interview about past times and past events. E9.7.S2. Students will be able to make a short simple presentation about an ancient civilization they have searched before. Reading E9.7.R1.Students will be able to ask and answer the questions about a text related to the world heritage. E9.7.R2. Students will be able to reorder the events in a short story. Writing E9.7.W1. Students will be able to write a series of sentences about historical places they visited in the past. | Why did/was…? Who did/was…? What did/were….? / Where did/were…? Did you…? Was she…? Can you tell me what happened? As far as I can remember s/he was… When the Egyptians built Great Pyramid of Giza… Before Greeks decided to build Colossus of Rhodes… Firstly, they carried… Secondly, they decided on… | Dürüstlük (Honesty) | - Making Timeline - Films - Literary Texts (poem, story, etc.) - Story Boards - Summary Writing - Oral Retelling - Jigsaw Puzzle - Compare and Contrast/Narrative Texts - Repeating - Role Play - Song/ Chants DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A2 | **Şehitler Günü** |
| MART | 25.HAFTA(20-26) | 5 SAAT | THEME 7 : WORLD HERITAGE | 1. Talking about past events 2. Making inquiries 3. Asking and answering questions in an interview | Listening E9.7.L1.Students will be able to organize information on world heritage in a recorded text/video. E9.7.L2. Students will be able to respond to simple questions/ statements in an interview. Pronunciation E9.7.P1. Students will be able to sound natural producing “-ed” sounds in regular past verbs and the pronunciation of /w?z/ and /w?z/. Speaking E9.7.S1. Students will be able to ask and answer simple questions in an interview about past times and past events. E9.7.S2. Students will be able to make a short simple presentation about an ancient civilization they have searched before. Reading E9.7.R1.Students will be able to ask and answer the questions about a text related to the world heritage. E9.7.R2. Students will be able to reorder the events in a short story. Writing E9.7.W1. Students will be able to write a series of sentences about historical places they visited in the past. | Why did/was…? Who did/was…? What did/were….? / Where did/were…? Did you…? Was she…? Can you tell me what happened? As far as I can remember s/he was… When the Egyptians built Great Pyramid of Giza… Before Greeks decided to build Colossus of Rhodes… Firstly, they carried… Secondly, they decided on… | Dürüstlük (Honesty) | - Making Timeline - Films - Literary Texts (poem, story, etc.) - Story Boards - Summary Writing - Oral Retelling - Jigsaw Puzzle - Compare and Contrast/Narrative Texts - Repeating - Role Play - Song/ Chants DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A2 |  |
| MART-NİSAN | 26.HAFTA(27-02) | 5 SAAT | THEME 7 : WORLD HERITAGE | 1. Talking about past events 2. Making inquiries 3. Asking and answering questions in an interview | Listening E9.7.L1.Students will be able to organize information on world heritage in a recorded text/video. E9.7.L2. Students will be able to respond to simple questions/ statements in an interview. Pronunciation E9.7.P1. Students will be able to sound natural producing “-ed” sounds in regular past verbs and the pronunciation of /w?z/ and /w?z/. Speaking E9.7.S1. Students will be able to ask and answer simple questions in an interview about past times and past events. E9.7.S2. Students will be able to make a short simple presentation about an ancient civilization they have searched before. Reading E9.7.R1.Students will be able to ask and answer the questions about a text related to the world heritage. E9.7.R2. Students will be able to reorder the events in a short story. Writing E9.7.W1. Students will be able to write a series of sentences about historical places they visited in the past. | Why did/was…? Who did/was…? What did/were….? / Where did/were…? Did you…? Was she…? Can you tell me what happened? As far as I can remember s/he was… When the Egyptians built Great Pyramid of Giza… Before Greeks decided to build Colossus of Rhodes… Firstly, they carried… Secondly, they decided on… | Dürüstlük (Honesty) | - Making Timeline - Films - Literary Texts (poem, story, etc.) - Story Boards - Summary Writing - Oral Retelling - Jigsaw Puzzle - Compare and Contrast/Narrative Texts - Repeating - Role Play - Song/ Chants DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A2 |  |
| NİSAN | 27.HAFTA(03-09) | 5 SAAT | THEME 7 : WORLD HERITAGE | 1. Talking about past events 2. Making inquiries 3. Asking and answering questions in an interview | Listening E9.7.L1.Students will be able to organize information on world heritage in a recorded text/video. E9.7.L2. Students will be able to respond to simple questions/ statements in an interview. Pronunciation E9.7.P1. Students will be able to sound natural producing “-ed” sounds in regular past verbs and the pronunciation of /w?z/ and /w?z/. Speaking E9.7.S1. Students will be able to ask and answer simple questions in an interview about past times and past events. E9.7.S2. Students will be able to make a short simple presentation about an ancient civilization they have searched before. Reading E9.7.R1.Students will be able to ask and answer the questions about a text related to the world heritage. E9.7.R2. Students will be able to reorder the events in a short story. Writing E9.7.W1. Students will be able to write a series of sentences about historical places they visited in the past. | Why did/was…? Who did/was…? What did/were….? / Where did/were…? Did you…? Was she…? Can you tell me what happened? As far as I can remember s/he was… When the Egyptians built Great Pyramid of Giza… Before Greeks decided to build Colossus of Rhodes… Firstly, they carried… Secondly, they decided on… | Dürüstlük (Honesty) | - Making Timeline - Films - Literary Texts (poem, story, etc.) - Story Boards - Summary Writing - Oral Retelling - Jigsaw Puzzle - Compare and Contrast/Narrative Texts - Repeating - Role Play - Song/ Chants DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A2 |  |
| NİSAN | 28.HAFTA(10-16) | 5 SAAT | THEME 7 : WORLD HERITAGE | 1. Talking about past events 2. Making inquiries 3. Asking and answering questions in an interview | Listening E9.7.L1.Students will be able to organize information on world heritage in a recorded text/video. E9.7.L2. Students will be able to respond to simple questions/ statements in an interview. Pronunciation E9.7.P1. Students will be able to sound natural producing “-ed” sounds in regular past verbs and the pronunciation of /w?z/ and /w?z/. Speaking E9.7.S1. Students will be able to ask and answer simple questions in an interview about past times and past events. E9.7.S2. Students will be able to make a short simple presentation about an ancient civilization they have searched before. Reading E9.7.R1.Students will be able to ask and answer the questions about a text related to the world heritage. E9.7.R2. Students will be able to reorder the events in a short story. Writing E9.7.W1. Students will be able to write a series of sentences about historical places they visited in the past. | Why did/was…? Who did/was…? What did/were….? / Where did/were…? Did you…? Was she…? Can you tell me what happened? As far as I can remember s/he was… When the Egyptians built Great Pyramid of Giza… Before Greeks decided to build Colossus of Rhodes… Firstly, they carried… Secondly, they decided on… | Dürüstlük (Honesty) | - Making Timeline - Films - Literary Texts (poem, story, etc.) - Story Boards - Summary Writing - Oral Retelling - Jigsaw Puzzle - Compare and Contrast/Narrative Texts - Repeating - Role Play - Song/ Chants DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A2 |  |
| NİSAN | 29.HAFTA(24-30) | 5 SAAT | THEME 9 : INVITATIONS AND CELEBRATIONS | 1. Asking for and giving suggestions 2. Doing shopping 3. Making requests 4. Talking about future plans 5. Making and answering phone calls | Listening E9.9.L1. Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call. E9.9.L2.Students will be able to recognise the most frequently used expressions related to shopping. Pronunciation E9.9.P1.Students will be able to practice "yod coalescence". (Could you…? Would you …?). Speaking E9.9.S1. Students will be able to make and respond to suggestions/ requests. E9.9.S2. Students will be able to describe future plans and arrangements. E9.9.S3.Students will be able to give and receive information about quantities, numbers, and prices while shopping. Reading E9.9.R1. Students will be able to find the supporting ideas in a text. Writing E9.9.W1. Students will be able to write simple invitation letters. E9.9.W2.Students will be able to write a short paragraph about their future plans. | - My family is going to throw a birthday party for me tomorrow. Would you like to join us? - Would you like to join us for iftar this evening? - Are you good at cooking? - Can you help me? - Have you got any…that I could borrow? - Have you got time to prepare some…? - Would you mind making a shopping list for the party? - Do you mind if I use your car? -Let’s go to the cafe, what do you think? -Let’s do that/ I like that idea. -I’d rather not because… -Let’s keep thinking. -Hey George, it is Lisa calling. -Is Jackson in? / Can I talk to Jackson? -Just a second, I’ll call him. -Can you speak slowly, please? -Thanks for calling, bye for now! - Remember/don’t forget to do it. - How much does this cost? - Can I have one kilo of grapes? -Do you have any…? / I’m looking for a…. -No, we don’t sell them. -How will you pay? -I’ll pay in cash/by card. | Dürüstlük (Honesty) | - Games/ Fun - Invitation Cards - Menus - Songs - Note Taking - Oral Retelling - Singing - E-mails - Invitee Lists - Letters - Telephone Conversations - Coupons - Posters - Tables DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A2 |  |
| MAYIS | 30.HAFTA(01-07) | 5 SAAT | THEME 9 : INVITATIONS AND CELEBRATIONS | 1. Asking for and giving suggestions 2. Doing shopping 3. Making requests 4. Talking about future plans 5. Making and answering phone calls | Listening E9.9.L1. Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call. E9.9.L2.Students will be able to recognise the most frequently used expressions related to shopping. Pronunciation E9.9.P1.Students will be able to practice "yod coalescence". (Could you…? Would you …?). Speaking E9.9.S1. Students will be able to make and respond to suggestions/ requests. E9.9.S2. Students will be able to describe future plans and arrangements. E9.9.S3.Students will be able to give and receive information about quantities, numbers, and prices while shopping. Reading E9.9.R1. Students will be able to find the supporting ideas in a text. Writing E9.9.W1. Students will be able to write simple invitation letters. E9.9.W2.Students will be able to write a short paragraph about their future plans. | - My family is going to throw a birthday party for me tomorrow. Would you like to join us? - Would you like to join us for iftar this evening? - Are you good at cooking? - Can you help me? - Have you got any…that I could borrow? - Have you got time to prepare some…? - Would you mind making a shopping list for the party? - Do you mind if I use your car? -Let’s go to the cafe, what do you think? -Let’s do that/ I like that idea. -I’d rather not because… -Let’s keep thinking. -Hey George, it is Lisa calling. -Is Jackson in? / Can I talk to Jackson? -Just a second, I’ll call him. -Can you speak slowly, please? -Thanks for calling, bye for now! - Remember/don’t forget to do it. - How much does this cost? - Can I have one kilo of grapes? -Do you have any…? / I’m looking for a…. -No, we don’t sell them. -How will you pay? -I’ll pay in cash/by card. | Dürüstlük (Honesty) | - Games/ Fun - Invitation Cards - Menus - Songs - Note Taking - Oral Retelling - Singing - E-mails - Invitee Lists - Letters - Telephone Conversations - Coupons - Posters - Tables DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A2 | **1 Mayıs İşçi Bayramı** |
| MAYIS | 31.HAFTA(08-14) | 5 SAAT | THEME 9 : INVITATIONS AND CELEBRATIONS | 1. Asking for and giving suggestions 2. Doing shopping 3. Making requests 4. Talking about future plans 5. Making and answering phone calls | Listening E9.9.L1. Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call. E9.9.L2.Students will be able to recognise the most frequently used expressions related to shopping. Pronunciation E9.9.P1.Students will be able to practice "yod coalescence". (Could you…? Would you …?). Speaking E9.9.S1. Students will be able to make and respond to suggestions/ requests. E9.9.S2. Students will be able to describe future plans and arrangements. E9.9.S3.Students will be able to give and receive information about quantities, numbers, and prices while shopping. Reading E9.9.R1. Students will be able to find the supporting ideas in a text. Writing E9.9.W1. Students will be able to write simple invitation letters. E9.9.W2.Students will be able to write a short paragraph about their future plans. | - My family is going to throw a birthday party for me tomorrow. Would you like to join us? - Would you like to join us for iftar this evening? - Are you good at cooking? - Can you help me? - Have you got any…that I could borrow? - Have you got time to prepare some…? - Would you mind making a shopping list for the party? - Do you mind if I use your car? -Let’s go to the cafe, what do you think? -Let’s do that/ I like that idea. -I’d rather not because… -Let’s keep thinking. -Hey George, it is Lisa calling. -Is Jackson in? / Can I talk to Jackson? -Just a second, I’ll call him. -Can you speak slowly, please? -Thanks for calling, bye for now! - Remember/don’t forget to do it. - How much does this cost? - Can I have one kilo of grapes? -Do you have any…? / I’m looking for a…. -No, we don’t sell them. -How will you pay? -I’ll pay in cash/by card. | Dürüstlük (Honesty) | - Games/ Fun - Invitation Cards - Menus - Songs - Note Taking - Oral Retelling - Singing - E-mails - Invitee Lists - Letters - Telephone Conversations - Coupons - Posters - Tables DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A2 |  |
| MAYIS | 32.HAFTA(15-21) | 5 SAAT | THEME 9 : INVITATIONS AND CELEBRATIONS | 1. Asking for and giving suggestions 2. Doing shopping 3. Making requests 4. Talking about future plans 5. Making and answering phone calls | Listening E9.9.L1. Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call. E9.9.L2.Students will be able to recognise the most frequently used expressions related to shopping. Pronunciation E9.9.P1.Students will be able to practice "yod coalescence". (Could you…? Would you …?). Speaking E9.9.S1. Students will be able to make and respond to suggestions/ requests. E9.9.S2. Students will be able to describe future plans and arrangements. E9.9.S3.Students will be able to give and receive information about quantities, numbers, and prices while shopping. Reading E9.9.R1. Students will be able to find the supporting ideas in a text. Writing E9.9.W1. Students will be able to write simple invitation letters. E9.9.W2.Students will be able to write a short paragraph about their future plans. | - My family is going to throw a birthday party for me tomorrow. Would you like to join us? - Would you like to join us for iftar this evening? - Are you good at cooking? - Can you help me? - Have you got any…that I could borrow? - Have you got time to prepare some…? - Would you mind making a shopping list for the party? - Do you mind if I use your car? -Let’s go to the cafe, what do you think? -Let’s do that/ I like that idea. -I’d rather not because… -Let’s keep thinking. -Hey George, it is Lisa calling. -Is Jackson in? / Can I talk to Jackson? -Just a second, I’ll call him. -Can you speak slowly, please? -Thanks for calling, bye for now! - Remember/don’t forget to do it. - How much does this cost? - Can I have one kilo of grapes? -Do you have any…? / I’m looking for a…. -No, we don’t sell them. -How will you pay? -I’ll pay in cash/by card. | Dürüstlük (Honesty) | - Games/ Fun - Invitation Cards - Menus - Songs - Note Taking - Oral Retelling - Singing - E-mails - Invitee Lists - Letters - Telephone Conversations - Coupons - Posters - Tables DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY | A2 | **19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı** |
| MAYIS | 33.HAFTA(22-28) | 5 SAAT | THEME 10 : TELEVISION AND SOCIAL MEDIA | 1. Making predictions about the future 2. Asking for and giving opinion (agreement, disagreement, etc…) 3. Interrupting someone in a conversation 4. Gaining time in a conversation | Listening E9.10.L1. Students will be able to put the events in order in a TV broadcast. Pronunciation E9.10.P1. Students will be able to practice /d/ and /?/ sounds. Eg. Day /deı/ They / ?e? / Speaking E9.10.S1. Students will be able to make predictions about the future. E9.10.S2. Students will be able to agree or disagree with others by giving their opinions. E9.10.S3. Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation. Reading E9.10.R1. Students will be able to skim short, clear texts to draw a conclusion in terms of social media. Writing E9.10.W1. Students will be able to write a comment on a topic via social media. | - What do you think…?/ What is your idea …? - I think/in my opinion/ to me, we won’t use television in near future, because… - I don’t think so… / No chance! / Never in a million years! That’s for sure! /Absolutely! / I guess so! I’m not so sure about it. I couldn’t agree more. / No way! I’d say exactly the opposite. No, I’m not so sure about that. That’s not always the case. There is no point in sharing private photos in social media. You shouldn’t rely on all the news available on the net. I prefer watching quiz shows to talent shows. No doubt about it. You have a point there. I was just going to say that. Do you have anything to say about this? Can I add something here? / If I might add something Sorry to interrupt that. Well/ so/ anyway/ let me think/ let me see/ you know/ like/ umm/ I mean. | 19th May Youth Festival ATATURK’S POLITICAL LIFE | - TV/Podcasts Magazine/Newspapers - Brochures - Print Media - Comics - Internet Websites - Graphics/Charts - Poems - Jigsaw Puzzle - Note Taking - Summary Writing - Spoken Presentation - Simple Discussion - Poster - Advertisements - Persuasive Essays -Cause and Effect Essays DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | A2 |  |
| MAYIS-HAZİRAN | 34.HAFTA(29-04) | 5 SAAT | THEME 10 : TELEVISION AND SOCIAL MEDIA | 1. Making predictions about the future 2. Asking for and giving opinion (agreement, disagreement, etc…) 3. Interrupting someone in a conversation 4. Gaining time in a conversation | Listening E9.10.L1. Students will be able to put the events in order in a TV broadcast. Pronunciation E9.10.P1. Students will be able to practice /d/ and /?/ sounds. Eg. Day /deı/ They / ?e? / Speaking E9.10.S1. Students will be able to make predictions about the future. E9.10.S2. Students will be able to agree or disagree with others by giving their opinions. E9.10.S3. Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation. Reading E9.10.R1. Students will be able to skim short, clear texts to draw a conclusion in terms of social media. Writing E9.10.W1. Students will be able to write a comment on a topic via social media. | - What do you think…?/ What is your idea …? - I think/in my opinion/ to me, we won’t use television in near future, because… - I don’t think so… / No chance! / Never in a million years! That’s for sure! /Absolutely! / I guess so! I’m not so sure about it. I couldn’t agree more. / No way! I’d say exactly the opposite. No, I’m not so sure about that. That’s not always the case. There is no point in sharing private photos in social media. You shouldn’t rely on all the news available on the net. I prefer watching quiz shows to talent shows. No doubt about it. You have a point there. I was just going to say that. Do you have anything to say about this? Can I add something here? / If I might add something Sorry to interrupt that. Well/ so/ anyway/ let me think/ let me see/ you know/ like/ umm/ I mean. | 19th May Youth Festival ATATURK’S POLITICAL LIFE | - TV/Podcasts Magazine/Newspapers - Brochures - Print Media - Comics - Internet Websites - Graphics/Charts - Poems - Jigsaw Puzzle - Note Taking - Summary Writing - Spoken Presentation - Simple Discussion - Poster - Advertisements - Persuasive Essays -Cause and Effect Essays DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | A2 |  |
| HAZİRAN | 35.HAFTA(05-11) | 5 SAAT | THEME 10 : TELEVISION AND SOCIAL MEDIA | 1. Making predictions about the future 2. Asking for and giving opinion (agreement, disagreement, etc…) 3. Interrupting someone in a conversation 4. Gaining time in a conversation | Listening E9.10.L1. Students will be able to put the events in order in a TV broadcast. Pronunciation E9.10.P1. Students will be able to practice /d/ and /?/ sounds. Eg. Day /deı/ They / ?e? / Speaking E9.10.S1. Students will be able to make predictions about the future. E9.10.S2. Students will be able to agree or disagree with others by giving their opinions. E9.10.S3. Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation. Reading E9.10.R1. Students will be able to skim short, clear texts to draw a conclusion in terms of social media. Writing E9.10.W1. Students will be able to write a comment on a topic via social media. | - What do you think…?/ What is your idea …? - I think/in my opinion/ to me, we won’t use television in near future, because… - I don’t think so… / No chance! / Never in a million years! That’s for sure! /Absolutely! / I guess so! I’m not so sure about it. I couldn’t agree more. / No way! I’d say exactly the opposite. No, I’m not so sure about that. That’s not always the case. There is no point in sharing private photos in social media. You shouldn’t rely on all the news available on the net. I prefer watching quiz shows to talent shows. No doubt about it. You have a point there. I was just going to say that. Do you have anything to say about this? Can I add something here? / If I might add something Sorry to interrupt that. Well/ so/ anyway/ let me think/ let me see/ you know/ like/ umm/ I mean. | 19th May Youth Festival ATATURK’S POLITICAL LIFE | - TV/Podcasts Magazine/Newspapers - Brochures - Print Media - Comics - Internet Websites - Graphics/Charts - Poems - Jigsaw Puzzle - Note Taking - Summary Writing - Spoken Presentation - Simple Discussion - Poster - Advertisements - Persuasive Essays -Cause and Effect Essays DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | A2 |  |
| HAZİRAN | 36.HAFTA(12-18) | 5 SAAT | THEME 10 : TELEVISION AND SOCIAL MEDIA | 1. Making predictions about the future 2. Asking for and giving opinion (agreement, disagreement, etc…) 3. Interrupting someone in a conversation 4. Gaining time in a conversation | Listening E9.10.L1. Students will be able to put the events in order in a TV broadcast. Pronunciation E9.10.P1. Students will be able to practice /d/ and /?/ sounds. Eg. Day /deı/ They / ?e? / Speaking E9.10.S1. Students will be able to make predictions about the future. E9.10.S2. Students will be able to agree or disagree with others by giving their opinions. E9.10.S3. Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation. Reading E9.10.R1. Students will be able to skim short, clear texts to draw a conclusion in terms of social media. Writing E9.10.W1. Students will be able to write a comment on a topic via social media. | - What do you think…?/ What is your idea …? - I think/in my opinion/ to me, we won’t use television in near future, because… - I don’t think so… / No chance! / Never in a million years! That’s for sure! /Absolutely! / I guess so! I’m not so sure about it. I couldn’t agree more. / No way! I’d say exactly the opposite. No, I’m not so sure about that. That’s not always the case. There is no point in sharing private photos in social media. You shouldn’t rely on all the news available on the net. I prefer watching quiz shows to talent shows. No doubt about it. You have a point there. I was just going to say that. Do you have anything to say about this? Can I add something here? / If I might add something Sorry to interrupt that. Well/ so/ anyway/ let me think/ let me see/ you know/ like/ umm/ I mean. | 19th May Youth Festival ATATURK’S POLITICAL LIFE | - TV/Podcasts Magazine/Newspapers - Brochures - Print Media - Comics - Internet Websites - Graphics/Charts - Poems - Jigsaw Puzzle - Note Taking - Summary Writing - Spoken Presentation - Simple Discussion - Poster - Advertisements - Persuasive Essays -Cause and Effect Essays DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment | A2 | **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.**