|  |
| --- |
| **ANTALYA İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ****ÖRNEKTİR****2014-2015 EĞİTİM-ÖĞRETİM YILI ………………………..ORTAOKULU****ORTA 1. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** |
| **AY** | **HAFTA** | **SAAT** | **ÜNİTE** | **HEDEF VE DAVRANIŞLAR** | **KAZANIMLAR** | **ÖDEVLER** | **METOD VE TEKNİKLER** | **KULLANILAN EĞİTİM TEKNOLOJİLERİ ARAÇ VE GEREÇLERİ** | **BELİRLİ GÜN VE HAFTALAR** | **DEĞERLENDİRME****(Hedef ve Davranışlara Ulaşma Düzeyi)** |
| **EYLÜL - EKİM** | **15-19.09.2014** | **3** | **UNIT 1 MY DAILY ROUTINE** | **Listening**• Students will be able to understand the essential in- formation from short, recorded passages dealing with routines, which are spoken slowly and clearly.• Students will be able to understand the time.**Speaking**• Students will be able to ask and answer simple ques- tions related to daily routines, but communication is dependent on repetition, rephrasing and repairs.• Students will be able to use simple sentences and phrases to talk about their and their family member’s/ friends’ daily routines and tell the time with pausing to search for expressions and less familiar words.**Reading**• Students will be able to comprehend short, simple texts describing daily routines.**Compensation Strategies**• Students will be able to make use of visual aids while listening or reading to aid understanding. | **Describing what people do regularly****Making simple inquiries****Telling the time, days and dates**arrive brush, -es callcomb, -sget out of bed go onlineride the bus talktoothbrush, -esWhat time is it?— It’s half past nine.When do you watch TV?— I watch TV every eveningWhat time does your little brother go to bed?— He goes to bed around quarter to seven. What time do you arrive at school?— We arrive at school at quarter past eight.When do you brush your teeth?— I brush my teeth in the morning and at night. | **Projects**• Students drawa picture story of their daily routines and report it to their classmates.  • Students interview a neighbor/parent/ teacher at school, asking about his/her typical day and re- porting to the class• If they can, stu- dents interview a foreigner and learn his/her daily routine.**Dossier**• Students start fill- ing in the European LanguagePortfolio | CILL (contentAnd languageIntegrated Approach)Process-OrientedApproachNLPMITGamesQuestion/answerSongsGuessing/PredictingDictationDramatizationRole-playingRepetitionDoing project | Bu bölüm okulun çevre,fiziki koşullarına,öğrencilerinin performans durumuna, kullanılan yöntem,teknik ve kaynaklara göre okul, ders zümrelerince konu sırası değiştirilmemek koşuluyla yeniden düzenlenip okul müdürünün onayından sonra yürürlüğe girecektir | **İlköğretim Haftası** | Portfolio-assessment-Observation-Quiz-Tests |
| **22-26.09.2014** | **3** |  |
| **29.09/****03.10.2014** | **3** |
| **08-10.10.2014** | **3** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AY** | **HAFTA** | **SAAT** | **ÜNİTE** | **HEDEF VE DAVRANIŞLAR** | **KAZANIMLAR** | **ÖDEVLER** | **METOD VE TEKNİKLER** | **KULLANILAN EĞİTİM TEKNOLOJİLERİ ARAÇ VE GEREÇLERİ** | **BELİRLİ GÜN VE HAFTALAR** | **DEĞERLENDİRME****(Hedef ve Davranışlara Ulaşma Düzeyi)** |
| **EKİM** | **13-17.10.2014** | **3** | **UNIT 2 MY TOWN** | **Listening**• Students will be able to understand simple directions on how to get from X to Y.**Speaking**• Students will be able to ask people questions about the locations of places and answer such questions addressed to them provided they are articulated slowly and clearly.• Students will be able to give directions provided that their interlocutor helps them.**Reading**• Students will be able to understand information about where important places are.**Compensation Strategies**• Students will be able to recognize the use of rising intonation to ask for clarification. | **Making simple inquiries****Talking about locations of things****Telling someone what to do**around ...... the library... the mosque... the barberbetween... the shop and the bus stop next to ...... the church... the pharmacy... the book/toy shopopposite ...... the bakery... the poolExcuse me, how can I get to the city center?— Go (straight) ahead and turn left on Ayışığı Street.— Thanks.Excuse me, where is the bus station?— It’s on Papatya Street.Where are you?— I am at the library. Library?— Yes, the library. | **Projects**• Students draw a map of their neigh- borhood or city and give directions to different places.• Teacher prints out and gives the students maps/satellite pictures/drawingsof different cities in Turkey.Students prepare leaflets giving short directions, using less than 10 words, to important places in these cities; e.g., tourist attrac- tions. | CILL (contentAnd languageIntegrated Approach)Process-OrientedApproachNLPMITGamesQuestion/answerSongsGuessing/PredictingDictationDramatizationRole-playingRepetitionDoing project | Bu bölüm okulun çevre,fiziki koşullarına,öğrencilerinin performans durumuna, kullanılan yöntem,teknik ve kaynaklara göre okul, ders zümrelerince konu sırası değiştirilmemek koşuluyla yeniden düzenlenip okul müdürünün onayından sonra yürürlüğe girecektir |  | Portfolio-assessment-Observation-Quiz-Tests |
| **20-24.10.2014** | **3** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AY** | **HAFTA** | **SAAT** | **ÜNİTE** | **HEDEF VE DAVRANIŞLAR** | **KAZANIMLAR** | **ÖDEVLER** | **METOD VE TEKNİKLER** | **KULLANILAN EĞİTİM TEKNOLOJİLERİ ARAÇ VE GEREÇLERİ** | **BELİRLİ GÜN VE HAFTALAR** | **DEĞERLENDİRME****(Hedef ve Davranışlara Ulaşma Düzeyi)** |
| **EKİM** | **27-31.10.2014** | **3** | **UNIT 2 MY TOWN** | **Listening****• Students will be able to understand simple personal information.****Speaking****• Students will be able to introduce themselves and other people.****• Students will be able to ask for and provide simple personal information.****Reading****• Students will be able to read picture stories, conversa- tions and cartoons about personal information. Students will be able to read their time table for their lessons.****Intercultural Awareness****• Students will develop an awareness of world lan- guages.** | **Describing characters/people Expressing ability and inability Expressing likes and dislikes Greeting and meeting people****Identifying countries and nationalities****Making simple inquiries**artprimary/elementary/high school geographyhistorylanguage class/course math(s)physical education (PE)sciencesocial studiescountries and languages (Greece/ Greek, et Where do you study?— I study at Atatürk ElementarySchool.How many languages do you speak?— Two; I speak English and German.— Yuka speaks English and Japa- nese.What are your favorite classes?— I like maths— We like PE.Nice to meet you. Nice meeting you.c.) | **Projects**• Students choosea foreign language and learn how to say “How are you” and “I’m fine” in that language, using the Internet or asking a parent/family friend.• Students prepare a time table showing their class schedule.**Dossier**• Students start fill- ing in can-do state- ments at the end of each unit. | CILL (contentAnd languageIntegrated Approach)Process-OrientedApproachNLPMITGamesQuestion/answerSongsGuessing/PredictingDictationDramatizationRole-playingRepetitionDoing project | Bu bölüm okulun çevre,fiziki koşullarına,öğrencilerinin performans durumuna, kullanılan yöntem,teknik ve kaynaklara göre okul, ders zümrelerince konu sırası değiştirilmemek koşuluyla yeniden düzenlenip okul müdürünün onayından sonra yürürlüğe girecektir | **Kızılay Haftası****Cumhuriyet Bayramı** | Portfolio assessmentObservationQuizTests**I. DÖNEM****I. SINAV** |
|  |
| **KASIM** | **03-07.11.2014** | **3** | **UNIT 3 HELLO !** |
| **10-14.11.2014** | **3** | **Atatürk’ü Anma Günü****Atatürk Haftası** |
| **17-21.11.2014** | **3** |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AY** | **HAFTA** | **SAAT** | **ÜNİTE** | **HEDEF VE DAVRANIŞLAR** | **KAZANIMLAR** | **ÖDEVLER** | **METOD VE TEKNİKLER** | **KULLANILAN EĞİTİM TEKNOLOJİLERİ ARAÇ VE GEREÇLERİ** | **BELİRLİ GÜN VE HAFTALAR** | **DEĞERLENDİRME****(Hedef ve Davranışlara Ulaşma Düzeyi)** |
|  | **24-28.11.2014** | **3** | **UNIT 4 GAMES AND HOBBIES** | **Listening**• Students will be able to comprehend conversations on people’s hobbies, likes, dislikes, and abilities provided that their interlocutor speaks clearly and slowly.**Speaking**• Students will be able to ask and answer questions in a simple way regarding hobbies, likes, dislikes, and abili- ties.• Students will be able to give information about other people’s hobbies and abilities using simple phrases and sentences.**Reading**• Students will be able to follow a simple story provided that it has visual aids.**Intercultural Awareness**• Students will be able to see the commonalities in terms of children’s games in different countries. | **Describing what people do regularly Expressing ability and inability Expressing likes and dislikes****Making simple inquiries**blind man’s buff camping checkersChinese whispers collecting stamps dodge ballfishing origami sculpting tickDo you go fishing?— No, I don’t. I play computer games.What are your hobbies?— Collecting stamps.Yin lives in Beijing and he likes playing blind man’s bluff.Julio lives in Madrid and he likes playing tick. He calls it ‘tiente’.Keiko and Yuka like origami. Can you play checkers?— No, but I can play chess.Can your mother play chess?— Yes, and she can do origami. | **Projects**• Students prepare a poster to show the hobbies they do/ would like to do.• Students interview another student/ teacher/neighbor and learn his hobbies, recording them in their portfolios.• Students preparea poster explaining a children’s game played in another country. | CILL (contentAnd languageIntegrated Approach)Process-OrientedApproachNLPMITGamesQuestion/answerSongsGuessing/PredictingDictationDramatizationRole-playingRepetitionDoing project | Bu bölüm okulun çevre,fiziki koşullarına,öğrencilerinin performans durumuna, kullanılan yöntem,teknik ve kaynaklara göre okul, ders zümrelerince konu sırası değiştirilmemek koşuluyla yeniden düzenlenip okul müdürünün onayından sonra yürürlüğe girecektir | **Öğretmenler Günü** | Portfolio assessmentObservationQuizTests |
| **ARALIK** | **01-05.12.2014** | **3** |  |
| **08-12.12.2014** | **3** |
| **15-19.12.2014** | **3** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AY** | **HAFTA** | **SAAT** | **ÜNİTE** | **HEDEF VE DAVRANIŞLAR** | **KAZANIMLAR** | **ÖDEVLER** | **METOD VE TEKNİKLER** | **KULLANILAN EĞİTİM TEKNOLOJİLERİ ARAÇ VE GEREÇLERİ** | **BELİRLİ GÜN VE HAFTALAR** | **DEĞERLENDİRME****(Hedef ve Davranışlara Ulaşma Düzeyi)** |
| **ARALIK** | **22-26.12.2014** | **3** | **UNIT 5 health** | **Listening****• Students will be able to identify everyday illnesses and understand some of the suggestions made.****Speaking****• Students will be able to ask and answer simple ques- tions to express basic needs and feelings provided the other person uses gestures when necessary.****• Students will be able to use simple phrases and sen- tences to express how they feel, what illness they have, and what they need.****Reading****• Students will be able to comprehend short, simple texts about illnesses and people’s needs and feelings, especially when they are accompanied by pictures** | **Expressing basic needs****Expressing feelings****Making simple suggestions Talking about possessions Telling someone what to do**back ,cough ,dentist,feverhave a pain/ache, hurtmedicinenames of illnesses: cold, flu, etc. sneeze,sore throat, stomach, toothI feel cold.I have the flu.My stomach hurts. I have a fever.— You should stay in bed.— Stay in bed.— Get well soon.He feels cold and tired. He needs his blanket. | **Projects**•Students prepare a picture story and tell what they need when they are sick.• Students role play having an illness, and their friendstell them what they should do to get better. | CILL (contentAnd languageIntegrated Approach)Process-OrientedApproachNLPMITGamesQuestion/answerSongsGuessing/PredictingDictationDramatizationRole-playingRepetitionDoing project | Bu bölüm okulun çevre,fiziki koşullarına,öğrencilerinin performans durumuna, kullanılan yöntem,teknik ve kaynaklara göre okul, ders zümrelerince konu sırası değiştirilmemek koşuluyla yeniden düzenlenip okul müdürünün onayından sonra yürürlüğe girecektir |  | Portfolio assessmentObservationQuizTests**I. DÖNEM****II. SINAV** |
| **29.12.2014****02.01.2015** | **3** |
| **OCAK** | **05-09-01.2015** | **3** |
| **12-16.01.2015** | **3** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AY** | **HAFTA** | **SAAT** | **ÜNİTE** | **HEDEF VE DAVRANIŞLAR** | **KAZANIMLAR** | **ÖDEVLER** | **METOD VE TEKNİKLER** | **KULLANILAN EĞİTİM TEKNOLOJİLERİ ARAÇ VE GEREÇLERİ** | **BELİRLİ GÜN VE HAFTALAR** | **DEĞERLENDİRME****(Hedef ve Davranışlara Ulaşma Düzeyi)** |
|  | **19-23.01.2015** | **3** | **UNIT 6 MOVIES** | **Listening**• Students will be able to follow slow and carefully articulated speech describing movie characters and movie types.**Speaking**• Students will be able to ask and answer simple ques- tions and people’s likes and dislikes regarding movies with pauses and help from their interlocutors.• Students will be able to use simple phrases and sen- tences to state personal opinions about movies and movie characters.**Reading**• Students will be able to comprehend phrases and simple sentences in short texts, on posters and adver- tisements related to movies.**Intercultural Awareness**• Students will develop an awareness of movies as an international art form and develop positive attitudes towards movies from different countries. | **Describing characters/people Describing what people do Expressing dislikes****Making simple inquiries Stating personal opinions Telling the time, days and dates**brave ,beautiful ,evilfilm types: action, animation, cartoon, comedy, horror, etc.frightening, honestlove ,save, travel ,uglyWhat time is the movie?— It’s at half past four.What’s your favorite film?— Ice Age.— I like Spirited Away.I don’t like/hate horror movies. Superman is very strong.I think Superman is brave.What is the movie about?It’s about friends, war, love, etc. | **Quiz or Exam****Projects**• Students prepare a film poster as a group and describe the char- acters in the movie.• Students draw a fairy tale/ children’s storyin their portfolios and tell their friends what kind of a story it is;e. g., comedy, horror, etc., and describe its characters.• Students watch age- appropriate English- language movies and talk about the cultural aspects that are simi- lar to/different from their home culture.• In groups, students make a survey to find out the most popular types of movies in the class. | CILL (contentAnd languageIntegrated Approach)Process-OrientedApproachNLPMITGamesQuestion/answerSongsGuessing/PredictingDictationDramatizationRole-playingRepetitionDoing project | Bu bölüm okulun çevre,fiziki koşullarına,öğrencilerinin performans durumuna, kullanılan yöntem,teknik ve kaynaklara göre okul, ders zümrelerince konu sırası değiştirilmemek koşuluyla yeniden düzenlenip okul müdürünün onayından sonra yürürlüğe girecektir |  | Portfolio assessmentObservationQuizTests |
| **ŞUBAT** | **09-13.02.2015** | **3** |
| **16-20.02.2015** | **3** |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AY** | **HAFTA** | **SAAT** | **ÜNİTE** | **HEDEF VE DAVRANIŞLAR** | **KAZANIMLAR** | **ÖDEVLER** | **METOD VE TEKNİKLER** | **KULLANILAN EĞİTİM TEKNOLOJİLERİ ARAÇ VE GEREÇLERİ** | **BELİRLİ GÜN VE HAFTALAR** | **DEĞERLENDİRME****(Hedef ve Davranışlara Ulaşma Düzeyi)** |
|  | **23-27-02.2015** | **3** | **UNIT 7 PARTY TIME** | **Listening**• Students will be able to understand simple requests for permission and their responses delivered at a slow pace, without background noise.**Speaking**• Students will be able to ask for permission to do simple, everyday, concrete actions and respond in simple sentences.• Students will be able to use basic greetings and leave-taking expressions.**Reading** • Students will be able to understand short texts with visual aids such as cartoons, posters and birthday cards. | **Asking for permission****Expressing and responding to thanks****Expressing basic needs Expressing likes and dislikes Expressing obligation Greeting and meeting people Making simple inquiries****Telling the time, days and dates**bake birthday, -s clown, -s throw a party candle, -s delicious excitingmonths of the year present, -s/gift, -sWhen’s your birthday?— My birthday is in MayMom, may I/can I have a birthday party?— Sure. What do you need for your birthday party?— I need a big cake and drinks.Welcome! This is lovely, thanks. / Thank you very much.— You’re welcome. I must buy a gift for her. What does she like?She likes books. | **Projects**• Students prepare a birthday card for a friend.• Students prepare a calendar in English marking birthdays of their family members and friends in each month.• Students prepare a card/write an e-mail to invite someone to his or her birthday party | CILL (contentAnd languageIntegrated Approach)Process-OrientedApproachNLPMITGamesQuestion/answerSongsGuessing/PredictingDictationDramatizationRole-playingRepetitionDoing project | Bu bölüm okulun çevre,fiziki koşullarına,öğrencilerinin performans durumuna, kullanılan yöntem,teknik ve kaynaklara göre okul, ders zümrelerince konu sırası değiştirilmemek koşuluyla yeniden düzenlenip okul müdürünün onayından sonra yürürlüğe girecektir | **Sivil Savunma Haftası****Atatürk’ün Antalya’ya Gelişi****Yeşilay Haftası****8 Mart Dünya Kadınlar Günü****İstiklâl Marşı’nın Kabulü ve Mehmet Akif ERSOY’u Anma Günü****18 MART****Çanakkale Zaferi****Şehitler Günü** | Portfolio assessmentObservationQuizTests |
| **MART** | **02-06.03.2015** | **3** |
| **09-13.03.2015** | **3** |
| **16-20.03.2015** | **3** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AY** | **HAFTA** | **SAAT** | **ÜNİTE** | **HEDEF VE DAVRANIŞLAR** | **KAZANIMLAR** | **ÖDEVLER** | **METOD VE TEKNİKLER** | **KULLANILAN EĞİTİM TEKNOLOJİLERİ ARAÇ VE GEREÇLERİ** | **BELİRLİ GÜN VE HAFTALAR** | **DEĞERLENDİRME****(Hedef ve Davranışlara Ulaşma Düzeyi)** |
|  | **23-27.03.2015** | **3** | **UNIT 8 FITNESS** | **Listening**• Students will be able to understand simple speechabout physical exercise and invitations.**Speaking**• Students will be able to ask and answer requests forpersonal information.• Students will be able to make suggestions for a limitednumber of activities and accept or decline suchsuggestions with simple, set language patterns.• Students will be able to give simple personal information.**Reading**• Students will be able to understand stories withshort sentences and phrases about other people’sfavorite sports activities.**Compensation Strategies**• Students will be able to ask other people to repeatwhat they have said when they do not understand. | **Expressing ability and inability****Expressing obligation****Making simple inquiries****Making simple requests****Making simple suggestions**cyclingexercisefitnesshikingjoggingrunningwork outWhat’s your favorite exercise?What fitness activity do you like?— Cycling.— I like jogging.Can you ride a bicycle?— Yes, I can.— No, I can’t, but s/he can.Let’s go hiking!— OK. / That sounds great.How about jogging?— I can’t now, I must study.— No, I am too tired.Sorry, could you repeat that, please? | **Projects**• Students prepare apicture book related totheir favorite physicalactivity.• Students exchangenotes/e-mails invitingtheir friends to workout together at theweekend. | CILL (contentAnd languageIntegrated Approach)Process-OrientedApproachNLPMITGamesQuestion/answerSongsGuessing/PredictingDictationDramatizationRole-playingRepetitionDoing project | Bu bölüm okulun çevre,fiziki koşullarına,öğrencilerinin performans durumuna, kullanılan yöntem,teknik ve kaynaklara göre okul, ders zümrelerince konu sırası değiştirilmemek koşuluyla yeniden düzenlenip okul müdürünün onayından sonra yürürlüğe girecektir |  | Portfolio assessmentObservationQuizTests**II. DÖNEM****I. SINAV** |
| **NİSAN** | **30.03.2015****03.04.2015** | **3** |
| **06-10.04.2015** | **3** |
| **13-17.04.2015** | **3** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AY** | **HAFTA** | **SAAT** | **ÜNİTE** | **HEDEF VE DAVRANIŞLAR** | **KAZANIMLAR** | **ÖDEVLER** | **METOD VE TEKNİKLER** | **KULLANILAN EĞİTİM TEKNOLOJİLERİ ARAÇ VE GEREÇLERİ** | **BELİRLİ GÜN VE HAFTALAR** | **DEĞERLENDİRME****(Hedef ve Davranışlara Ulaşma Düzeyi)** |
| **NİSAN** | **20-24.04.2015** | **3** | **UNIT 9 ANIMAL SHELTER** | **Listening**• Students will be able to comprehend descriptions ofwhat people are doing at the moment.**Speaking**• Students will be able to ask what people are doing atthe moment and answer such questions addressed tothem provided that the other person speaks slowly andclearly.• Students will be able to ask for permission using setphrases.• Students will be able to use simple phrases and sentencesto describe what other people are doing at themoment related to animals.**Reading**• Students will be able to comprehend short, simpletexts such as cartoons and stories about what people aredoing at the moment.**Compensation Strategies**• Students will be able to use body language to get theirmeaning across when their language fails to do so. | **Asking for permission****Describing what people are doing now****Making simple inquiries**adopt an animalbarkclaw, -sexaminefeedhelpdonate moneykitten, -spuppy, -iessleeptail, -svet (veterinary)What is/are ...doing?— The cat is climbing the tree.— The boy is feeding the birds.— The vet is examining the rabbit.— The puppies are playing.Can we adopt/get an animal?Can I feed the birds?— Of course you can.— That’s not a good idea.— Not right now. | **Projects**• Students observe(and if they can, theytake a picture of) theanimals around themand write a shortreport of what theyare doing.• Students prepareposters, in groups, tohelp animals. | CILL (contentAnd languageIntegrated Approach)Process-OrientedApproachNLPMITGamesQuestion/answerSongsGuessing/PredictingDictationDramatizationRole-playingRepetitionDoing project | Bu bölüm okulun çevre,fiziki koşullarına,öğrencilerinin performans durumuna, kullanılan yöntem,teknik ve kaynaklara göre okul, ders zümrelerince konu sırası değiştirilmemek koşuluyla yeniden düzenlenip okul müdürünün onayından sonra yürürlüğe girecektir | **23 NİSAN ULUSAL EGEMENLİK VE ÇOCUK** **BAYRAMI** | Portfolio assessmentObservationQuizTests |
| **27-30.04.2015** | **3** |
| **MAYIS** | **04-08.05.2015** | **3** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AY** | **HAFTA** | **SAAT** | **ÜNİTE** | **HEDEF VE DAVRANIŞLAR** | **KAZANIMLAR** | **ÖDEVLER** | **METOD VE TEKNİKLER** | **KULLANILAN EĞİTİM TEKNOLOJİLERİ ARAÇ VE GEREÇLERİ** | **BELİRLİ GÜN VE HAFTALAR** | **DEĞERLENDİRME****(Hedef ve Davranışlara Ulaşma Düzeyi)** |
| **MAYIS** | **11-15.05.2015** | **3** | **UNIT 10 FESTIVALS** | **Listening**• Students will be able to understand simple texts onwhat people do regularly around the world to celebratefestivals.**Speaking**• Students will be able to describe what people do in afestival using short sentences with pauses.**Reading**• Students will be able to understand visually supportedshort texts.**Intercultural Awareness**• Students will develop an awareness of different festivalsaround the world and different ways of celebratingfestivals. | **Describing what people do regularly****Making simple inquiries****Naming numbers**Children’s DayChinese New YearChristmasCinco de MayoDiwaliEasterHalloweenIndependence DayRamadanThanksgivingtrick or treatnumbers 101-1000How does Lalita celebrate Diwali?— She lights candles.Alicia carves a pumpkin for Halloween.Children dance and sing on Children’sDay in Turkey. | **Quiz or Exam****Projects**• Students work ingroups to preparea poster on one ofthese festivals. Thenthey present theirposter to their classmates.• Students draw picturesof traditionalcostumes/masksworn during thesefestivals**Dossier**• Students completeand hand in (orself-evaluate) theirEuropean LanguagePortfolio. Keep theportfolio at schoolor instruct studentsto bring it back thefollowing year.• Students completecan-do-statementsin their portfoliosand are encouragedto reflect on theirresponses. | CILL (contentAnd languageIntegrated Approach)Process-OrientedApproachNLPMITGamesQuestion/answerSongsGuessing/PredictingDictationDramatizationRole-playingRepetitionDoing project | Bu bölüm okulun çevre,fiziki koşullarına,öğrencilerinin performans durumuna, kullanılan yöntem,teknik ve kaynaklara göre okul, ders zümrelerince konu sırası değiştirilmemek koşuluyla yeniden düzenlenip okul müdürünün onayından sonra yürürlüğe girecektir | **Müzeler Haftası****19 MAYIS ATATÜRK’Ü ANMA VE GENÇLİK VE SPOR BAYRAMI** | Portfolio assessmentObservationQuizTests**II. DÖNEM****II. SINAV** |
| **18.-22.05.2015** | **3** |
| **25-29.05.2015** | **3** |
| **HAZİRAN** | **01-05.06.2015** | **3** |
| **08-12.06.2015** | **3** |

**Bu Yıllık Plan Örnek Niteliğindedir, okulun çevre, fiziki koşullarına, öğrencilerinin performans durumuna, kullanılan yöntem, teknik ve kaynaklarına göre okul, ders zümrelerince konu sırası değiştirilmemek koşuluyla yeniden düzenlenip Okul Müdürünün onayından sonra yürürlüğe girecektir..**

Öğrt. İngilizce Öğrt. UYGUNDUR

 ......09/2014

 OKUL MÜDÜRÜ