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| **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 call  comb, -s  get out of bed go online  ride the bus talk  toothbrush, -es  What time is it?  — It’s half past nine.  When do you watch TV?  — I watch TV every evening  What 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 draw  a 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 Language  Portfolio | CILL (content  And language  Integrated Approach)  Process-Oriented  Approach  NLP  MIT  Games  Question/answer  Songs  Guessing/  Predicting  Dictation  Dramatization  Role-playing  Repetition  Doing 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** | |

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| **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 barber  between... the shop and the bus stop  next to ...  ... the church  ... the pharmacy  ... the book/toy shop  opposite ...  ... the bakery  ... the pool  Excuse 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  /drawings  of 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 (content  And language  Integrated Approach)  Process-Oriented  Approach  NLP  MIT  Games  Question/answer  Songs  Guessing/  Predicting  Dictation  Dramatization  Role-playing  Repetition  Doing 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** | |

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| **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**  art  primary/elementary/high school geography  history  language class/course math(s)  physical education (PE)  science  social studies  countries and languages (Greece/ Greek, et Where do you study?  — I study at Atatürk Elementary  School.  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 choose  a 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 (content  And language  Integrated Approach)  Process-Oriented  Approach  NLP  MIT  Games  Question/answer  Songs  Guessing/  Predicting  Dictation  Dramatization  Role-playing  Repetition  Doing 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 assessment  Observation  Quiz  Tests  **I. DÖNEM**  **I. SINAV** |
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| **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** | |  |

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| **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 checkers  Chinese whispers collecting stamps dodge ball  fishing origami sculpting tick  Do 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 prepare  a poster explaining a children’s game played in another country. | CILL (content  And language  Integrated Approach)  Process-Oriented  Approach  NLP  MIT  Games  Question/answer  Songs  Guessing/  Predicting  Dictation  Dramatization  Role-playing  Repetition  Doing 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 assessment  Observation  Quiz  Tests |
| **ARALIK** | **01-05.12.2014** | **3** | |  |
| **08-12.12.2014** | **3** | |
| **15-19.12.2014** | **3** | |

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| **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,fever  have a pain/ache, hurt  medicine  names of illnesses: cold, flu, etc. sneeze,  sore throat, stomach, tooth  I 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 friends  tell them what they should do to get better. | CILL (content  And language  Integrated Approach)  Process-Oriented  Approach  NLP  MIT  Games  Question/answer  Songs  Guessing/  Predicting  Dictation  Dramatization  Role-playing  Repetition  Doing 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  **I. DÖNEM**  **II. SINAV** |
| **29.12.2014**  **02.01.2015** | **3** | |
| **OCAK** | **05-09-01.2015** | **3** | |
| **12-16.01.2015** | **3** | |

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| **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 ,evil  film types: action, animation, cartoon, comedy, horror, etc.  frightening, honest  love ,save, travel ,ugly  What 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 story  in 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 (content  And language  Integrated Approach)  Process-Oriented  Approach  NLP  MIT  Games  Question/answer  Songs  Guessing/  Predicting  Dictation  Dramatization  Role-playing  Repetition  Doing 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 |
| **ŞUBAT** | **09-13.02.2015** | **3** | |
| **16-20.02.2015** | **3** | |  |

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| **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 exciting  months of the year present, -s/gift, -s  When’s your birthday?  — My birthday is in May  Mom, 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 (content  And language  Integrated Approach)  Process-Oriented  Approach  NLP  MIT  Games  Question/answer  Songs  Guessing/  Predicting  Dictation  Dramatization  Role-playing  Repetition  Doing 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 assessment  Observation  Quiz  Tests |
| **MART** | **02-06.03.2015** | **3** | |
| **09-13.03.2015** | **3** | |
| **16-20.03.2015** | **3** | |

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| **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 speech  about physical exercise and invitations.  **Speaking**  • Students will be able to ask and answer requests for  personal information.  • Students will be able to make suggestions for a limited  number of activities and accept or decline such  suggestions with simple, set language patterns.  • Students will be able to give simple personal information.  **Reading**  • Students will be able to understand stories with  short sentences and phrases about other people’s  favorite sports activities.  **Compensation Strategies**  • Students will be able to ask other people to repeat  what they have said when they do not understand. | **Expressing ability and inability**  **Expressing obligation**  **Making simple inquiries**  **Making simple requests**  **Making simple suggestions**  cycling  exercise  fitness  hiking  jogging  running  work out  What’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 a  picture book related to  their favorite physical  activity.  • Students exchange  notes/e-mails inviting  their friends to work  out together at the  weekend. | CILL (content  And language  Integrated Approach)  Process-Oriented  Approach  NLP  MIT  Games  Question/answer  Songs  Guessing/  Predicting  Dictation  Dramatization  Role-playing  Repetition  Doing 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  **II. DÖNEM**  **I. SINAV** |
| **NİSAN** | **30.03.2015**  **03.04.2015** | **3** | |
| **06-10.04.2015** | **3** | |
| **13-17.04.2015** | **3** | |

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| **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 of  what people are doing at the moment.  **Speaking**  • Students will be able to ask what people are doing at  the moment and answer such questions addressed to  them provided that the other person speaks slowly and  clearly.  • Students will be able to ask for permission using set  phrases.  • Students will be able to use simple phrases and sentences  to describe what other people are doing at the  moment related to animals.  **Reading**  • Students will be able to comprehend short, simple  texts such as cartoons and stories about what people are  doing at the moment.  **Compensation Strategies**  • Students will be able to use body language to get their  meaning across when their language fails to do so. | **Asking for permission**  **Describing what people are doing now**  **Making simple inquiries**  adopt an animal  bark  claw, -s  examine  feed  help  donate money  kitten, -s  puppy, -ies  sleep  tail, -s  vet (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, they  take a picture of) the  animals around them  and write a short  report of what they  are doing.  • Students prepare  posters, in groups, to  help animals. | CILL (content  And language  Integrated Approach)  Process-Oriented  Approach  NLP  MIT  Games  Question/answer  Songs  Guessing/  Predicting  Dictation  Dramatization  Role-playing  Repetition  Doing 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 assessment  Observation  Quiz  Tests |
| **27-30.04.2015** | **3** | |
| **MAYIS** | **04-08.05.2015** | **3** | |

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| **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 on  what people do regularly around the world to celebrate  festivals.  **Speaking**  • Students will be able to describe what people do in a  festival using short sentences with pauses.  **Reading**  • Students will be able to understand visually supported  short texts.  **Intercultural Awareness**  • Students will develop an awareness of different festivals  around the world and different ways of celebrating  festivals. | **Describing what people do regularly**  **Making simple inquiries**  **Naming numbers**  Children’s Day  Chinese New Year  Christmas  Cinco de Mayo  Diwali  Easter  Halloween  Independence Day  Ramadan  Thanksgiving  trick or treat  numbers 101-1000  How 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 in  groups to prepare  a poster on one of  these festivals. Then  they present their  poster to their classmates.  • Students draw pictures  of traditional  costumes/masks  worn during these  festivals  **Dossier**  • Students complete  and hand in (or  self-evaluate) their  European Language  Portfolio. Keep the  portfolio at school  or instruct students  to bring it back the  following year.  • Students complete  can-do-statements  in their portfolios  and are encouraged  to reflect on their  responses. | CILL (content  And language  Integrated Approach)  Process-Oriented  Approach  NLP  MIT  Games  Question/answer  Songs  Guessing/  Predicting  Dictation  Dramatization  Role-playing  Repetition  Doing 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 assessment  Observation  Quiz  Tests  **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