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| **ANTALYA İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ****ÖRNEKTİR****2014-2015 EĞİTİM-ÖĞRETİM YILI ………………………..ORTAOKULU****ORTA 2. SINIFLAR İNGİLİZCE DERSİ UNITLENDİRİLMİŞ YILLIK DERS PLANI** |
| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **SEPTEMBER** | **15-19.09.2014** | **3** | **UNIT 1*****After******School*** | **Describing what people do regularly****Making simple inquiries****Telling the time, days and dates****Listening**• Students will be able to recognize phrases, words,and expressions related to actions people do regularly.**Spoken Interaction**• Students will be able to ask what other people doregularly and respond to questions about the actionsthey do regularly.**Spoken Production**• Students will be able to use a series of phrases andsimple expressions to express their regular actions.• Students will be able to tell the time and days.**Reading**• Students will be able to read short, simple texts suchas personal narratives about what people do regularly.**Intercultural Awareness**• Learners will be able to identify traditional dancesfrom other countries.**Compensation Strategies**• Students will be able to say when they don’t understand* and ask for clarification.
 | diary, -ieshang ...... around... outneighborhoodrestrun errandstake ...... a nap... care of something... coursesvisit ...... friends... my uncletraditional/folk dance (horon/halay/zeybek/polka/line dance etc.)What do you do after school?— I do my homework.— I play soccer on Wednesdays.— I finish all my homework before9:30.— I learn horon/polka with myfriends.— I go to my step dance class.What does he do after school?— He helps his mother.— He rests after school.— What does “rest” mean? | **Texts**ChartsConversationsIllustrationsListsPostersSongs**Activities**Chants and SongsFlashcardsGamesLabelingListeningMatchingQuestions and AnswersReal Life TasksReordering | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | İlköğretim Haftası | **Projects**• Students prepare aposter showing whattheir favorite singer/actor/sports figure doesafter work.• Students conducta survey about theirclassmates’ favoriteafter-school activitiesand prepare a poster.**Dossier**• Students start fillingin the European LanguagePortfolio. |
| **22-26.09.2014** | **3** |
| **OCTOBER** | **29.09/03.10.2014** | **3** |
| **08-10.10.2014** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **OCTOBER** | **13-17.10.2014** | **3** | **UNIT 2** ***Yummy******Breakfast*** | **Accepting and refusing****Describing what people do regularly****Expressing likes and dislikes****Making simple inquiries****Listening**• Students will be able to identify the names of differentfood items when listening to a conversation.**Spoken Interaction**• Students will be able to ask people about their foodpreferences at breakfast.**Spoken Production**• Students will be able to express their opinions aboutthe food they like and don’t like.**Reading**• Students will be able to understand short, simple,written texts about predictable, everyday matters suchas food and personal opinions.• Students will be able to read the label of a food product.**Compensation Strategies**• Students will be able to indicate that they don’t understandusing simple expressions.**Intercultural Awareness**• Students will become familiar with breakfast habitsof different cultures.• Students will become familiar with expressions used* at the beginning or end of meals in different languages.
 | bagel, -sbean, -sblueberry, -iescerealcroissant, -segg, -sjamjunk foodmuffin, -spancake, -ssausage, -snutritiousBon appétit!Buon appetito!Guten Appetit!I eat honey and jam in the morning.Yummy! I love muffins!I don’t like olives. I like cheese.It’s my favorite!Enjoy it!Want some cereal?— Excuse me?Can I have some cheese?— No, it’s all gone.Do you want some tea?— No, thanks. I don’t like tea.— No, thanks. I don’t want any tea. | **Texts**ConversationsIllustrationsListsMenusPoemsTables**Activities**Arts and CraftsDrama/MimingLabelingPuppetsQuestions and AnswersSpeaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | Kızılay Haftası**Cumhuriyet Bayramı** | **Projects**• Students preparea poster that showsand categorizesdifferent food itemsand drinks that theyhave at breakfast.• Students work inpairs or individuallyand prepare ashort video or roleplay of themselvestalking about thefoods they like anddon’t like.• Students work ingroups and createan imaginary creature.They decidethe foods that thecreature likes anddoesn’t like. Theywill draw a pictureof it and the foods iteats and label them. |
| **20-24.10.2014** | **3** |
| **27-31.10.2014** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **NOVEMBER** | **03-07.11.2014** | **3** | **UNIT 3*****A Day in******My City*** | **Describing places****Describing what people are doing now****Making comparisons****Making simple inquiries****Listening**• Students will be able to identify expressions andphrases related to present events.• Students will be able to pick up the expressionsused while comparing things in a dialogue.**Spoken Interaction**• Students will be able to ask people questions aboutwhat they are doing at the moment.• Students will be able to ask people to compare things.**Spoken Production**• Students will be able to describe people doing differentactions.• Students will be able to make comparisons betweentwo things.**Reading**• Students will be able to read visually supported,short, simple, written statements.**Compensation Strategies**• Students will be able to use mimes and gestures to* explain a word.
 | busycrowdeddowntownkiosk, -squeue/linerentsellskyscraper, -stown, -straffic jamWhat is s/he doing?— S/he’s waiting in line.A skyscraper is taller than a house.Downtown is busier on Monday.The street is more crowded than thepark.Which city is more beautiful?New York or Istanbul?What is she doing?— She is feeding the street cats.— Feeding?— Yes, ... (performs action) | **Texts**ConversationsIllustrationsSignsSongs**Activities**Drama/MimingDrawing and ColoringGamesLabelingListeningMatchingQuestion and AnswersReal-life TasksSpeaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **10 KASIM****Atatürk’ü Anma Günü****Atatürk Haftası****24 KASIM****Öğretmenler Günü** | **I. DÖNEM****I. SINAV****Projects**• Students take/draw apicture of their street/neighborhood in themorning and describewhat everyone is doing(they can use professionsas well).• Students draw/usea map of the world/their home country.They imagine that theyvisit three cities on themap and place theirpictures on these cities.In speech bubbles, theywrite what they aredoing there.• Students prepare aposter comparing theirhometown and anothercity in their country. |
| **10-14.11.2014** | **3** |
| **17-21.11.2014** | **3** |
| **24-28.11.2014** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **DECEMBER** | **01-05.12.2014** | **3** | **UNIT 4*****Weather******and******Emotions*** | **Describing places****Describing the weather****Expressing feelings****Making simple inquiries****Listening**• Students will be able to pick up the essential informationin short recorded passages about weatherconditions.**Spoken Interaction**• Students will be able to ask people about the weather.**Spoken Production**• Students will be able to talk about and answersimple questions, initiate and respond to simple statementsabout everyday matters (i.e., weather and emotions).**Reading**• Students will be able to understand short, simplewritten texts about predictable everyday matters suchas emotions and weather.**Compensation Strategies**• Students will be able to say when they don’t understandand ask for repetition. | cloudyfabulousfreezinghailinglightningstormywindyanxiousmoodysleepyWhat’s the weather like?— It’s foggy.— It’s very cold. It is 2 degreesCelsius!— It is stormy. I feel scared.— It’s not snowy in the desert. Itis dry.— I don’t understand. Can yourepeat, please? | **Texts**CartoonsConversationsIllustrationsMapsPostcardsStories**Activities**Drama/MimingDrawing and ColoringFlashcardsGamesListeningSpeaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation |  | **Projects**• Students prepare aweather forecast andsupport it with visuals.• Students create theirown weather forecastfilm. They preparea map of a weatherforecast for their homecountry/the world andfilm themselves talkingabout it.• Students preparea weather forecastposter and compare theweather conditions indifferent cities. |
| **08-12.12.2014** | **3** |
| **15-19.12.2014** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **DECEMBER** | **22-26.12.2014** | **3** | **UNIT 5*****At the******Fair*** | **Describing places****Expressing feelings****Expressing likes and dislikes****Making comparisons****Stating personal opinions****Listening**• Students will be able to recognize the words relatedto the expression of emotions/feelings.**Spoken Interaction**• Students will be able to ask people and express theirfeelings and opinions about places and things.**Spoken Production**• Students will be able to use a series of phrases andsimple expressions to express their feelings personalopinions about places and things.**Reading**• Students will be able to read short information on aposter about a certain place.• Students will be able recognize phrases on signsencountered in everyday life.**Compensation Strategies*** • Students will be able to say when they don’t understand.
 | amazingbumper car, -scarnivalcarrousel, -scrazydullfantasticghost train, -shorribleroller coaster, -sterrifyingthrillingWhat do you think about fairs?— I think they are exciting places.There are many fun things at the fair.— I agree. I like the roller coastervery much.— Roller coasters are crazy!— I think they are frightening.— I think a ghost train is more frightening!— I like the train ride. It is fun.— I hate bumper cars. They are boring.— I disagree. I think they are fun.— I am sorry. I don’t understand. | **Texts**AdvertisementsConversationsIllustrationsPoemsPostersSignsSongs**Activities**Chants and SongsFlashcardsLabelingListeningMatchingSpeaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation |  | **Projects**• Students write aslogan/advertisementfor a ride at a fair.• Students drawa picture of theirfriends at a fair andwrite how they feel.**I. DÖNEM****II. SINAV** |
| **29.12.2014/02.01.2015** | **3** |
| **JANUARY** | **05-09-01.2015** | **3** |
| **12-16.01.2015** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **FEBRUARY** | **19-23.01.2015** | **3** | **UNIT 6** ***Vacation*** | **Making simple inquiries****Stating personal opinions****Talking about past events****Listening**• Students will be able to listen to and identify theholiday activities they hear.**Spoken Interaction**• Students will be able to ask and answer about whatthey did on their holidays.**Spoken Production**• Students will be able to tell what they and/or somebodyelse did on holiday.• Students will be able to describe past activities andpersonal experiences.**Reading**• Students will be able to understand short, simplesentences and expressions related to past activities.**Compensation Strategies**• Students will be able to ask people to repeat when* they don’t understand.
 | forest, -sflower, -sfruitlake, -smountain, -spickingriver, -ssailingseasidesightseeingskiingtree, -sWhat did you do last summer?— I played with my friends, and Ialso learned swimming.— My brother and I climbed treesand picked fruit. I enjoyed it.— Say that again, please. I didn’tunderstand.— We climbed trees and pickedfruit.— We came back from Marmarisyesterday.— We had a good time. | **Texts**AdvertisementsConversationsPicture DictionariesPostcardsPostersStories**Activities**Arts and CraftsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesQuestions and AnswersReal-life TasksReorderingStory-telling | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Sivil Savunma Günü** | **Quiz or Exam****Projects:**• Students prepare apostcard and writeabout what they did ontheir holiday.• Students prepare apamphlet showing differentplaces for differentholiday activitiesin their country.• Students imaginethat they visited anotherplanet and preparea poster showingwhat activities theydid there. They presentit in class. |
| **09-13.02.2015** | **3** |
| **16-20.02.2015** | **3** |
| **23-27.02.2015** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **MARCH** | **02-06.03.2015** | **3** | **UNIT 7** ***Occupations*** | **Describing what people do regularly****Expressing ability and inability****Making simple inquiries****Naming the days****Telling the time, days and dates****Listening**• Students will be able to recognize familiar wordsand simple phrases concerning people’s occupationsif spoken slowly and clearly.• Students will be able to recognize the of the weekdates.**Spoken Interaction**• Students will be able to give dates and ask questionsabout people’s occupations.**Spoken Production**• Students will be able to use simple phrases andsentences to describe occupations.• Students will be able to give the date.**Reading**• Students will be able to understand familiar wordsand very simple sentences about occupations.**Compensation Strategies**• Students will be able to use mime and gestures to* explain a word.
 | architect, -scook, -sengineer, -shairdresser, -slawyer, -smanager, -smechanic, -ssalesperson, -peopleself-employedwaiter, -s/waitress, -esworker, -sDates (1993, 2003, etc.)Can you build a house?— No, I can’t!What can you do?— I can make dresses. I can cut andsew fabric.— I don’t understand. Can youshow me?What does your uncle do?— He’s a salesperson, but he alsoworks at a restaurant on Fridays andSaturdays.What do you do?— I am a nurse.When did you become a teacher?— I became a teacher in 1998. | **Texts**ConversationsStoriesIllustrations**Activities**Arts and CraftsDrama/MimingGamesPuppetsQuestions and AnswersRole-play and SimulationsTPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **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** | **Projects**• Students find out theoccupations of theirfamily members anddraw and write whatthey do.• Students work ingroups, do some Internetresearch, and findthree “unusual/original/new jobs.” Theyprepare posters andpresent them in class.• Students preparea poster and present(some of) their relatives’occupations andthe dates when they |
| **09-13.03.2015** | **3** |
| **16-20.03.2015** | **3** |
| **23-27.03.2015** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **APRIL** | **30.03.2015****03.04.2015** | **3** | **UNIT 8** ***Detectives******at Work*** | **Describing what people are doing now****Expressing quantity****Making simple inquiries****Talking about locations of things****Talking about past events****Listening**• Students will be able to listen and locate objects.• Students will be able to get the main idea when peopledescribe what people are doing at the moment.Students will be able to recognize numbers up to onemillion.**Spoken Interaction**• Students will be able to ask people about their location.• Students will be able to ask people what they aredoing.**Spoken Production**• Students will be able to describe the locations ofpeople and things.• Students will be able to use a series of phrases andsimple sentences to describe present events.• Students will be able to recite numbers up to onemillion.**Reading**• Students will be able to understand short, simplesentences and expressions about past activities.**Compensation Strategies*** • Students will be able to ask for help.
 | behindbreakintoburglar, -scashchasedrawer, -sfingerprint, -sfollowinvestigatemagnifier, -sprisonstealthiefNumbers 1000 - 1.000.000Where is he?— He is in front of the bank.What is he doing?— He is looking at us.I have lost the magnifier. I can’tfind it. Can you help me?— Look! It is in the drawer.What happened?— Somebody stole my money.— The thief took 800 dollars and2300 euros from the shop. | **Texts**CaptionsCartoonsConversationsIllustrationsStories**Activities**Drama/MimingGamesListeningQuestion and AnswerSpeakingStory-tellingTPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** | **II. DÖNEM****I. SINAV****Projects**• Students find picturesof people who needbinoculars and/or magnifiers,such as detectives,old people, etc.They also draw andreport what the peopleare loking at.• Students become languagedetectives. Theytake photos of Englishwords they see aroundthem and prepare aposter. |
| **06-10.04.2015** | **3** |
| **13-17.04.2015** | **3** |
| **20-24.04.2015** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **APRIL** | **27-30.04.2015** | **3** | **UNIT 9** ***Saving the******Planet*** | **Describing what people are doing now****Giving and responding to simple instructions****Making simple inquiries****Making simple suggestions****Telling someone what to do****Listening**• Students will be able to identify appropriate behaviorto save energy and to protect the environment.• Students will be able understand suggestions relatedto the protection of the environment when articulatedin clear, slow, and repeated speech.**Spoken Interaction**• Students will be able to ask people questions aboutwhat they are doing and tell them what to do.**Spoken Production**• Students will be able to tell people what to do toprotect the environment.• Students will be able to use simple phrases andsentences to tell people what to do.**Reading**• Students will be able to recognize familiar wordsand very simple phrases on simple notices in the mostcommon, everyday situations.**Compensation Strategies**• Students will be able to say when they do not understand.• Students will be able to use mime and gestures toexplain a word or phrase. | cut downdamagegarbageelectrical device, -sharmlitterplug (unplug)pollutionrecyclerubbishreducesavetrashwasteWhat is s/he doing?— S/he is picking up garbage/rubbishand putting it into the waste bin.What should we do to save ourworld?— We should save energy.— We can use less water and electricity.— Turn off the lights.— Don’t waste water.— Unplug the TV.— We should recycle.— I don’t understand. What doesthat mean? | **Texts**ConversationsIllustrationsNotes and MessagesPostersSigns**Activities**Drama/MimingDrawing and ColoringLabelingListeningMatchingPuppetsReal-life TasksTPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Müzeler Haftası** | **Projects**• Students prepareslogans/notes/postersabout saving energy atschool and hang themon the walls.• Students plant aseed and observe itsgrowth. They keep ajournal to narrate itsgrowth.• Students work ingroups or individuallyand create a shortvideo or drama playtitled “How to Savethe World: Do’s &Don’ts.” |
| **MAY** | **04-08.05.2015** | **3** |
| **11-15.05.2015** | **3** |
| **18.-22.05.2015** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **MAY** | **25-29.05.2015** | **3** | **UNIT 10** ***Democracy*** | **Giving and responding to simple instructions****Making simple inquiries****Talking about past events****Talking about what people do regularly****Listening**• Students will be able to recognize some key featuresrelated to the concept of democracy.**Spoken Interaction**• Students will be able to talk about what to do whenselecting their classroom president.**Spoken Production**• Students will be able to give short descriptions ofpast and present events.• Students will be able to talk about and answer simplequestions, initiate and respond to simple statements relatedto the concept of democracy (i.e., class elections).**Reading**• Students will be able to recognize familiar words andvery simple phrases related to the concept of democracy.**Compensation Strategies**• Students will be able to ask for repetition when theydon’t understand.**Intercultural Awareness:**• Students will increase their awareness of the principlesof democracy. | ballot box, -escampaign, -scandidate, -selection, -sfairlaw, -smake/give a speechpresidentrespectright, -svoteYou should ...... choose your candidate.... vote now.... respect others.Who is your candidate?— Ahmet.— Ahmet is my candidate.— Write your candidate’s name ona paper.— Fold the paper.— Put it into the ballot box.— We had an election in our school.— We elected our class president.— Our class president always asksabout our opinions.— I don’t understand. Say againplease? | **Texts**Notes and MessagesConversationsIllustrationsPostersInstructions**Activities**Drama/MimingFlashcardsListeningMatchingQuestions and AnswersReal-life TasksSpeaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Atatürk'ü Anma ve Gençlik ve Spor Bayramı** | **II. DÖNEM****II. SINAV****Quiz or Exam****Projects**• Students work ingroups and create anelection campaignposter for classroompresidency.• Students work togetherand prepare aposter illustrating whatto do in the classroomto respect others’rights.• Students prepareslogans and/or postersto elect an imaginarysuper hero.**Dossier**• Students completeand hand in the EuropeanLanguage Portfolio.Keep the portfolioat school or instructstudents to bring itback the followingyear. |
| **JUNE** | **01-05.06.2015** | **3** |
| **08-12.06.2015** | **3** |

**Bu Yıllık Plan Örnek Mahiyetinde hazırlanmış olup, 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.**

 İngilizce Öğrt. İngilizce Öğrt. İngilizce Öğrt. UYGUNDUR

 ……/09/2014

 OKUL MÜDÜRÜ