

2024–2025 ACADEMIC YEAR AVRUPA KONUTLARI SECONDARY SCHOOL GRADE 5 ENGLISH LESSON ANNUAL PLAN

Date	Hours	Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments	Evaluation / Important Days
1. hafta 09-13 Eylül	3 saat	1- Hello!	Greeting and meeting people Nice/Glad to meet you. Nice meeting you. —Me, too. —My pleasure. Expressing likes and dislikes What is/are your favorite class(es)? —My favorite class(es) is/are ... —I like English and maths. I don't like/dislike/hate... Making simple inquiries Where do you study? —I study at Atatürk Secondary School. How many languages do you speak? —One. I speak Chinese. —Two. I speak English and German. arts primary/elementary/secondary school geography history language class/course math(s) music physical education science social studies	Listening E5.1.L1. Students will be able to understand simple personal information. Speaking E5.1.S1. Students will be able to introduce themselves and meet other people. E5.1.S2. Students will be able to exchange simple personal information. Reading E5.1.R1. Students will be able to read picture stories, conversations and cartoons about personal information. E5.1.R2. Students will be able to read their timetable for their lessons.	Contexts Advertisements Captions Cartoons Conversations Coupons Illustrations Lists Menus Posters Probes/Realia Rhymes Signs Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and	
2. hafta 16-20 Eylül	3 saat	1- Hello!	Greeting and meeting people Nice/Glad to meet you. Nice meeting you. —Me, too. —My pleasure. Expressing likes and dislikes What is/are your favorite class(es)? —My favorite class(es) is/are ... —I like English and maths. I don't like/dislike/hate... Making simple inquiries Where do you study? —I study at Atatürk Secondary School. How many languages do you speak? —One. I speak Chinese. —Two. I speak English and German. arts primary/elementary/secondary school geography history language class/course math(s) music physical education science social studies	Listening E5.1.L1. Students will be able to understand simple personal information. Speaking E5.1.S1. Students will be able to introduce themselves and meet other people. E5.1.S2. Students will be able to exchange simple personal information. Reading E5.1.R1. Students will be able to read picture stories, conversations and cartoons about personal information. E5.1.R2. Students will be able to read their timetable for their lessons.	Contexts Advertisements Captions Cartoons Conversations Coupons Illustrations Lists Menus Posters Probes/Realia Rhymes Signs Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and	15 Temmuz Demokrasi ve Millî Birlik Günü

3. hafta 23 Eylül-27 Eylül	3 saat	1- Hello!	<p>Greeting and meeting people Nice/Glad to meet you. Nice meeting you. —Me, too. —My pleasure. Expressing likes and dislikes What is/are your favorite class(es)? —My favorite class(es) is/are ... —I like English and maths. I don't like/dislike/hate... Making simple inquiries Where do you study? —I study at Atatürk Secondary School. How many languages do you speak? —One. I speak Chinese. —Two. I speak English and German. arts primary/elementary/secondary school geography history language class/course math(s) music physical education science social studies</p>	<p>Listening E5.1.L1. Students will be able to understand simple personal information. Speaking E5.1.S1. Students will be able to introduce themselves and meet other people. E5.1.S2. Students will be able to exchange simple personal information. Reading E5.1.R1. Students will be able to read picture stories, conversations and cartoons about personal information. E5.1.R2. Students will be able to read their timetable for their lessons.</p>	<p>Contexts Advertisements Captions Cartoons Conversations Coupons Illustrations Lists Menus Posters Probes/Realia Rhymes Signs Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and</p>	İlköğretim Haftası (Eylül ayının 3. haftası)
4. hafta 30 Eylül-04 Ekim	3 saat	1- Hello!	<p>Greeting and meeting people Nice/Glad to meet you. Nice meeting you. —Me, too. —My pleasure. Expressing likes and dislikes What is/are your favorite class(es)? —My favorite class(es) is/are ... —I like English and maths. I don't like/dislike/hate... Making simple inquiries Where do you study? —I study at Atatürk Secondary School. How many languages do you speak? —One. I speak Chinese. —Two. I speak English and German. arts primary/elementary/secondary school geography history language class/course math(s) music physical education science social studies</p>	<p>Listening E5.1.L1. Students will be able to understand simple personal information. Speaking E5.1.S1. Students will be able to introduce themselves and meet other people. E5.1.S2. Students will be able to exchange simple personal information. Reading E5.1.R1. Students will be able to read picture stories, conversations and cartoons about personal information. E5.1.R2. Students will be able to read their timetable for their lessons.</p>	<p>Contexts Advertisements Captions Cartoons Conversations Coupons Illustrations Lists Menus Posters Probes/Realia Rhymes Signs Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and</p>	
5. hafta 07-11 Ekim	3 saat	2- My town	<p>Contexts Advertisements Captions Cartoons Conversations Instructions Maps Notes and Messages Podcasts Postcards Posters Signs Tables Videos Tasks/Activities Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Labeling Making</p>	<p>Listening E5.2.L1. Students will be able to understand simple directions to get from one place to another. E5.2.L2. Students will be able to recognize the use of rising intonation to ask for clarification. Speaking E5.2.S1. Students will be able to talk about the locations of things and people in simple conversations. E5.2.S2. Students will be able to give directions in a simple way. Reading E5.2.R1. Students will be able to understand information about important places</p>	<p>Talking about locations of things and people Where are you? —I am at the library. —Library? —Yes, the library. Asking for and giving directions (Making simple inquiries) Excuse me, how can I get to the city center? —Go (straight) ahead and turn left on Uçarlı Street. —Thanks. Excuse me, where is the bus station? —It's on Papatya Street. around/next to/oppositethe barber shop ...the bank ...the library ...the mosque ...the butcher ...the grocery ...the pharmacy ...the bookshop ...the toyshop ...the bakery ...the pool ...the cinema/theater/museum betweenthe shop and the bus stop</p>	

6. hafta 14-18 Ekim	3 saat	2- My town	<p>Talking about locations of things and people Where are you? —I am at the library. —Library? —Yes, the library. Asking for and giving directions (Making simple inquiries) Excuse me, how can I get to the city center? —Go (straight) ahead and turn left on Uçarlı Street. — Thanks. Excuse me, where is the bus station? —It's on Papatya Street. around/next to/oppositethe barber shop ...the bank ...the library ...the mosque ...the butcher ...the grocery ...the pharmacy ...the bookshop ...the toyshop ...the bakery ...the pool ...the cinema/theater/museum betweenthe shop and the bus stop</p>	<p>Listening E5.2.L1. Students will be able to understand simple directions to get from one place to another. E5.2.L2. Students will be able to recognize the use of rising intonation to ask for clarification. Speaking E5.2.S1. Students will be able to talk about the locations of things and people in simple conversations. E5.2.S2. Students will be able to give directions in a simple way. Reading E5.2.R1. Students will be able to understand information about important places</p>	<p>Contexts Advertisements Captions Cartoons Conversations Instructions Maps Notes and Messages Podcasts Postcards Posters Signs Tables Videos Tasks/Activities Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Labeling Making</p>	
7. hafta 21-25 Ekim	3 saat	2- My town	<p>Talking about locations of things and people Where are you? —I am at the library. —Library? —Yes, the library. Asking for and giving directions (Making simple inquiries) Excuse me, how can I get to the city center? —Go (straight) ahead and turn left on Uçarlı Street. — Thanks. Excuse me, where is the bus station? —It's on Papatya Street. around/next to/oppositethe barber shop ...the bank ...the library ...the mosque ...the butcher ...the grocery ...the pharmacy ...the bookshop ...the toyshop ...the bakery ...the pool ...the cinema/theater/museum betweenthe shop and the bus stop</p>	<p>Listening E5.2.L1. Students will be able to understand simple directions to get from one place to another. E5.2.L2. Students will be able to recognize the use of rising intonation to ask for clarification. Speaking E5.2.S1. Students will be able to talk about the locations of things and people in simple conversations. E5.2.S2. Students will be able to give directions in a simple way. Reading E5.2.R1. Students will be able to understand information about important places</p>	<p>Contexts Advertisements Captions Cartoons Conversations Instructions Maps Notes and Messages Podcasts Postcards Posters Signs Tables Videos Tasks/Activities Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Labeling Making</p>	

8. hafta 28 Ekim-01 Kasım	3 saat	2- My town	<p>Talking about locations of things and people Where are you? —I am at the library. —Library? —Yes, the library. Asking for and giving directions (Making simple inquiries) Excuse me, how can I get to the city center? —Go (straight) ahead and turn left on Uçarlı Street. — Thanks. Excuse me, where is the bus station? —It's on Papatya Street. around/next to/oppositethe barber shop ...the bank ...the library ...the mosque ...the butcher ...the grocery ...the pharmacy ...the bookshop ...the toyshop ...the bakery ...the pool ...the cinema/theater/museum betweenthe shop and the bus stop</p>	<p>Listening E5.2.L1. Students will be able to understand simple directions to get from one place to another. E5.2.L2. Students will be able to recognize the use of rising intonation to ask for clarification. Speaking E5.2.S1. Students will be able to talk about the locations of things and people in simple conversations. E5.2.S2. Students will be able to give directions in a simple way. Reading E5.2.R1. Students will be able to understand information about important places</p>	<p>Contexts Advertisements Captions Cartoons Conversations Instructions Maps Notes and Messages Podcasts Postcards Posters Signs Tables Videos Tasks/Activities Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Labeling Making</p>	<p>SINAV HAFTASI</p> <p>29 Ekim Cumhuriyet Bayramı</p>
9. hafta 04-08 Kasım	3 saat	3- Games and Hobbies	<p>Describing what people do regularly Do you play computer games? —No, I don't. I go fishing. What are your hobbies? —Playing chess and tennis. Expressing ability and inability Can you play checkers? — No, but I can play chess. Can your sister/brother play chess? —Yes, s/he can. —No, but s/he can play checkers. Expressing likes and dislikes Yin lives in Beijing and he likes playing blind man's buff. Julio lives in Madrid and he likes playing football. Hans and Yuka don't like hopscotch. blind man's buff camping checkers Chinese whispers dodge ball fishing hangman hiking hopscotch lose origami sculpting win</p>	<p>Listening E5.3.L1. Students will be able to understand simple, oral texts about hobbies, likes/dislikes and abilities. Speaking E5.3.S1. Students will be able to talk about hobbies, likes/dislikes and abilities in a simple way. E5.3.S2. Students will be able to give information about likes/dislikes, abilities and hobbies of others in a simple way. Reading E5.3.R1. Students will be able to follow a simple story with visual aids.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Poems Posters Songs Stories Tables Videos Tasks/Activities Competitions Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Inf</p>	<p>Atatürk Haftası</p>
11-15 Kasım				<p>ARA TATİL</p>		

<p>10. hafta 18-22 Kasım</p>	<p>3 saat</p>	<p>3- Games and Hobbies</p>	<p>Describing what people do regularly Do you play computer games? —No, I don't. I go fishing. What are your hobbies? —Playing chess and tennis. Expressing ability and inability Can you play checkers? —No, but I can play chess. Can your sister/brother play chess? —Yes, s/he can. —No, but s/he can play checkers. Expressing likes and dislikes Yin lives in Beijing and he likes playing blind man's buff. Julio lives in Madrid and he likes playing football. Hans and Yuka don't like hopscotch. blind man's buff camping checkers Chinese whispers dodge ball fishing hangman hiking hopscotch lose origami sculpting win</p>	<p>Listening E5.3.L1. Students will be able to understand simple, oral texts about hobbies, likes/dislikes and abilities. Speaking E5.3.S1. Students will be able to talk about hobbies, likes/dislikes and abilities in a simple way. E5.3.S2. Students will be able to give information about likes/dislikes, abilities and hobbies of others in a simple way. Reading E5.3.R1. Students will be able to follow a simple story with visual aids.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Poems Posters Songs Stories Tables Videos Tasks/Activities Competitions Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Inf</p>	<p>24 Kasım Öğretmenler Günü</p>
<p>11. hafta 25-29 Kasım</p>	<p>3 saat</p>	<p>3- Games and Hobbies</p>	<p>Describing what people do regularly Do you play computer games? —No, I don't. I go fishing. What are your hobbies? —Playing chess and tennis. Expressing ability and inability Can you play checkers? —No, but I can play chess. Can your sister/brother play chess? —Yes, s/he can. —No, but s/he can play checkers. Expressing likes and dislikes Yin lives in Beijing and he likes playing blind man's buff. Julio lives in Madrid and he likes playing football. Hans and Yuka don't like hopscotch. blind man's buff camping checkers Chinese whispers dodge ball fishing hangman hiking hopscotch lose origami sculpting win</p>	<p>Listening E5.3.L1. Students will be able to understand simple, oral texts about hobbies, likes/dislikes and abilities. Speaking E5.3.S1. Students will be able to talk about hobbies, likes/dislikes and abilities in a simple way. E5.3.S2. Students will be able to give information about likes/dislikes, abilities and hobbies of others in a simple way. Reading E5.3.R1. Students will be able to follow a simple story with visual aids.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Poems Posters Songs Stories Tables Videos Tasks/Activities Competitions Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Inf</p>	

<p>12. hafta 02-06 Aralık</p>	<p>3 saat</p>	<p>4- My Daily Routine</p>	<p>Naming numbers Numbers from 1 to 100 Telling the time What time is it? —It's half past nine. —It's quarter to eleven. Describing what people do regularly (Making simple inquiries) What time does your little brother/sister go to bed? —S/he goes to bed at half past ten. 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. —When do you watch TV? —I watch TV every evening. arrive brush, -es call comb, -s get out of bed get up go online get on/off the bus leave talk toothbrush, -es toothpaste sleep</p>	<p>Listening E5.4.L1. Students will be able to understand specific information in short, oral texts about daily routines. E5.4.L2. Students will be able to understand the time. Speaking E5.4.S1. Students will be able to talk about daily routines. E5.4.S2. Students will be able to use simple utterances to talk about daily routines of friends and family members. E5.4.S3. Students will be able to tell the time and numbers from 1 to 100. Reading E5.4.R1. Students will be able to understand short and simple written texts about daily routines. Speaking E5.3.S1. Students will be able to talk about hobbies, likes/dislikes and abilities in a simple way. E5.3.S2. Students will be able to give information about likes/dislikes, abilities and hobbies of others in a simple way. Reading E5.3.R1. Students will be able to follow a simple story with visual aids.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Poems Postcards Posters Rhymes Songs Stories Tables Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Lab</p>	
<p>13. hafta 09-13 Aralık</p>	<p>3 saat</p>	<p>4- My Daily Routine</p>	<p>Naming numbers Numbers from 1 to 100 Telling the time What time is it? —It's half past nine. —It's quarter to eleven. Describing what people do regularly (Making simple inquiries) What time does your little brother/sister go to bed? —S/he goes to bed at half past ten. 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. —When do you watch TV? —I watch TV every evening. arrive brush, -es call comb, -s get out of bed get up go online get on/off the bus leave talk toothbrush, -es toothpaste sleep</p>	<p>Listening E5.4.L1. Students will be able to understand specific information in short, oral texts about daily routines. E5.4.L2. Students will be able to understand the time. Speaking E5.4.S1. Students will be able to talk about daily routines. E5.4.S2. Students will be able to use simple utterances to talk about daily routines of friends and family members. E5.4.S3. Students will be able to tell the time and numbers from 1 to 100. Reading E5.4.R1. Students will be able to understand short and simple written texts about daily routines.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Poems Postcards Posters Rhymes Songs Stories Tables Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Lab</p>	

14. hafta 16-20 Aralık	3 saat	4- My Daily Routine	<p>Naming numbers Numbers from 1 to 100 Telling the time What time is it? —It's half past nine. —It's quarter to eleven. Describing what people do regularly (Making simple inquiries) What time does your little brother/sister go to bed? —S/he goes to bed at half past ten. 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. —When do you watch TV? —I watch TV every evening. arrive brush, -es call comb, -s get out of bed get up go online get on/off the bus leave talk toothbrush, -es toothpaste sleep</p>	<p>Listening E5.4.L1. Students will be able to understand specific information in short, oral texts about daily routines. E5.4.L2. Students will be able to understand the time. Speaking E5.4.S1. Students will be able to talk about daily routines. E5.4.S2. Students will be able to use simple utterances to talk about daily routines of friends and family members. E5.4.S3. Students will be able to tell the time and numbers from 1 to 100. Reading E5.4.R1. Students will be able to understand short and simple written texts about daily routines.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Poems Postcards Posters Rhymes Songs Stories Tables Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Lab</p>	<p>Tutum, Yatırım ve Türk Malları Haftası (12-18 Aralık)</p>
15. hafta 23-27 Aralık	3 saat	4- My Daily Routine	<p>Naming numbers Numbers from 1 to 100 Telling the time What time is it? —It's half past nine. —It's quarter to eleven. Describing what people do regularly (Making simple inquiries) What time does your little brother/sister go to bed? —S/he goes to bed at half past ten. 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. —When do you watch TV? —I watch TV every evening. arrive brush, -es call comb, -s get out of bed get up go online get on/off the bus leave talk toothbrush, -es toothpaste sleep</p>	<p>Listening E5.4.L1. Students will be able to understand specific information in short, oral texts about daily routines. E5.4.L2. Students will be able to understand the time. Speaking E5.4.S1. Students will be able to talk about daily routines. E5.4.S2. Students will be able to use simple utterances to talk about daily routines of friends and family members. E5.4.S3. Students will be able to tell the time and numbers from 1 to 100. Reading E5.4.R1. Students will be able to understand short and simple written texts about daily routines.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Poems Postcards Posters Rhymes Songs Stories Tables Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Lab</p>	

16. hafta 30 Aralık-03 Ocak	3 saat	5- Health	Expressing illnesses, needs and feelings I feel cold. I have the flu. I have a fever. I have a toothache/headache/stomachache. S/he feels cold and tired. S/he needs pills. Making simple suggestions — You should stay in bed. — Have a rest. —Stay in bed. —Visit a doctor. — Take your pills. backache/headache/toothache/ stomachache cold cough dentist faint fever flu have a pain/ache hurt ill/illness medicine pill sneeze sore throat syrup vitamin	<p>Listening E5.5.L1. Students will be able to identify common illnesses and understand some of the suggestions made. E5.5.L2. Students will be able to understand simple suggestions concerning illnesses. Speaking E5.5.S1. Students will be able to name the common illnesses in a simple way. E5.5.S2. Students will be able to express basic needs and feelings about illnesses. Reading E5.5.R1. Students will be able to understand short and simple texts about illnesses, needs and feelings.</p>	Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and	SINAV HAFTASI
17. hafta 06-10 Ocak	3 saat	5- Health	Expressing illnesses, needs and feelings I feel cold. I have the flu. I have a fever. I have a toothache/headache/stomachache. S/he feels cold and tired. S/he needs pills. Making simple suggestions — You should stay in bed. — Have a rest. —Stay in bed. —Visit a doctor. — Take your pills. backache/headache/toothache/ stomachache cold cough dentist faint fever flu have a pain/ache hurt ill/illness medicine pill sneeze sore throat syrup vitamin	<p>Listening E5.5.L1. Students will be able to identify common illnesses and understand some of the suggestions made. E5.5.L2. Students will be able to understand simple suggestions concerning illnesses. Speaking E5.5.S1. Students will be able to name the common illnesses in a simple way. E5.5.S2. Students will be able to express basic needs and feelings about illnesses. Reading E5.5.R1. Students will be able to understand short and simple texts about illnesses, needs and feelings.</p>	Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and	
18. hafta 13-17 Ocak	3 saat	5- Health	Expressing illnesses, needs and feelings I feel cold. I have the flu. I have a fever. I have a toothache/headache/stomachache. S/he feels cold and tired. S/he needs pills. Making simple suggestions — You should stay in bed. — Have a rest. —Stay in bed. —Visit a doctor. — Take your pills. backache/headache/toothache/ stomachache cold cough dentist faint fever flu have a pain/ache hurt ill/illness medicine pill sneeze sore throat syrup vitamin	<p>Listening E5.5.L1. Students will be able to identify common illnesses and understand some of the suggestions made. E5.5.L2. Students will be able to understand simple suggestions concerning illnesses. Speaking E5.5.S1. Students will be able to name the common illnesses in a simple way. E5.5.S2. Students will be able to express basic needs and feelings about illnesses. Reading E5.5.R1. Students will be able to understand short and simple texts about illnesses, needs and feelings.</p>	Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and	

20 Ocak-24 Ocak				YARIYIL TATİLİ		
27-31 Ocak				YARIYIL TATİLİ		
19. hafta 03-07 Şubat	3 saat	6- Movies	Describing characters/people Superman is very strong/brave/... Expressing likes and dislikes I don't like/dislike/hate horror movies. Making simple inquiries What is the movie about? It's about friends/war/love/... Stating personal opinions I think Superman is brave. What's your favorite film? —Ice Age. —I like Spirited Away. Telling the time What time is the movie? —It's at	Listening E5.6.L1. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types.	Contexts Advertisements Cartoons Conversations Fairy tales Illustrations Posters Questionnaire Signs Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Making Puppets Matching Reordering Ques	
20. hafta 10-14 Şubat	3 saat	6- Movies	Describing characters/people Superman is very strong/brave/... Expressing likes and dislikes I don't like/dislike/hate horror movies. Making simple inquiries What is the movie about? It's about friends/war/love/... Stating personal opinions I think Superman is brave. What's your favorite film? —Ice Age. —I like Spirited Away. Telling the time What time is the movie? —It's at seven o'clock. —It's at half past four. brave beautiful boring exciting evil film types: action, animation, cartoon, comedy, horror, etc. friendly frightening funny helpful honest love save strong travel ugly	Listening E5.6.L1. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types.	Contexts Advertisements Cartoons Conversations Fairy tales Illustrations Posters Questionnaire Signs Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Making Puppets Matching Reordering Ques	

21. hafta 17-21 Şubat	3 saat	6- Movies	<p>Describing characters/people Superman is very strong/brave/... Expressing likes and dislikes I don't like/dislike/hate horror movies. Making simple inquiries What is the movie about? It's about friends/war/love/... Stating personal opinions I think Superman is brave. What's your favorite film? —Ice Age. —I like Spirited Away. Telling the time What time is the movie? —It's at seven o'clock. —It's at half past four. brave beautiful boring exciting evil film types: action, animation, cartoon, comedy, horror, etc. friendly frightening funny helpful honest love save strong travel ugly</p>	<p>Listening E5.6.L1. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types.</p>	<p>Contexts Advertisements Cartoons Conversations Fairy tales Illustrations Posters Questionnaire Signs Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Making Puppets Matching Reordering Ques</p>	
22. hafta 24-28 Şubat	3 saat	6- Movies	<p>Describing characters/people Superman is very strong/brave/... Expressing likes and dislikes I don't like/dislike/hate horror movies. Making simple inquiries What is the movie about? It's about friends/war/love/... Stating personal opinions I think Superman is brave. What's your favorite film? —Ice Age. —I like Spirited Away. Telling the time What time is the movie? —It's at seven o'clock. —It's at half past four. brave beautiful boring exciting evil film types: action, animation, cartoon, comedy, horror, etc. friendly frightening funny helpful honest love save strong travel ugly</p>	<p>Listening E5.6.L1. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types. Speaking E5.6.S1. Students will be able to talk about people's likes and dislikes concerning movies and movie characters. E5.6.S2. Students will be able to use simple utterances to state personal opinions about movies and movie characters. E5.6.S3. Students will be able to state the time of an event. Reading E5.6.R1. Students will be able to understand phrases and simple sentences on posters and advertisements about movies and movie characters.</p>	<p>Contexts Advertisements Cartoons Conversations Fairy tales Illustrations Posters Questionnaire Signs Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Making Puppets Matching Reordering Ques</p>	<p>Yeşilay Haftası (1 Mart gününü içine alan hafta)</p>

23. hafta 03-07 Mart	3 saat	7- Party Time	<p>Asking for permission Mom, can I have a birthday party? — Sure/For sure. Expressing and responding to thanks This is lovely, thanks./Thank you very much. —You're (most) welcome. Greeting and meeting people — Welcome! —Nice to see you! —Nice to have you here! —OK, see you (later)! —Take (good) care! Expressing obligation I must go to the birthday party. You must prepare a shopping list. Telling the days and dates When's your birthday? —My birthday is in May. —My birthday is on Saturday. balloon, -s birthday, -s buy cake clown, -s have/throw a party candle, -s delicious exciting months of the year present, -s/gift, -s</p>	<p>Listening E5.7.L1. Students will be able to understand simple requests for permission and their responses. Speaking E5.7.S1. Students will be able to ask for permission and give response in a simple way. E5.7.S2. Students will be able to use basic greeting and leave-taking expressions. E5.7.S3. Students will be able to use utterances to express obligation. E5.7.S4. Students will be able to state the date of an event. E5.7.S5. Students will be able to express and respond to thanks. Reading E5.7.R1. Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards.</p>	<p>Contexts Advertisements Cartoons Conversations Coupons Illustrations Lists Menus Postcards Posters Rhymes Stories Tables Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Reorderi</p>	
24. hafta 10-14 Mart	3 saat	7- Party Time	<p>Asking for permission Mom, can I have a birthday party? — Sure/For sure. Expressing and responding to thanks This is lovely, thanks./Thank you very much. —You're (most) welcome. Greeting and meeting people — Welcome! —Nice to see you! —Nice to have you here! —OK, see you (later)! —Take (good) care! Expressing obligation I must go to the birthday party. You must prepare a shopping list. Telling the days and dates When's your birthday? —My birthday is in May. —My birthday is on Saturday. balloon, -s birthday, -s buy cake clown, -s have/throw a party candle, -s delicious exciting months of the year present, -s/gift, -s</p>	<p>Listening E5.7.L1. Students will be able to understand simple requests for permission and their responses. Speaking E5.7.S1. Students will be able to ask for permission and give response in a simple way. E5.7.S2. Students will be able to use basic greeting and leave-taking expressions. E5.7.S3. Students will be able to use utterances to express obligation. E5.7.S4. Students will be able to state the date of an event. E5.7.S5. Students will be able to express and respond to thanks. Reading E5.7.R1. Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards.</p>	<p>Contexts Advertisements Cartoons Conversations Coupons Illustrations Lists Menus Postcards Posters Rhymes Stories Tables Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Reorderi</p>	<p>İstiklâl Marşı'nın Kabulü ve Mehmet Akif Ersoy'u Anma Günü (12 Mart)</p>

25. hafta 17-21 Mart	3 saat	7- Party Time	<p>Asking for permission Mom, can I have a birthday party? — Sure/For sure. Expressing and responding to thanks This is lovely, thanks./Thank you very much. —You're (most) welcome. Greeting and meeting people — Welcome! —Nice to see you! —Nice to have you here! —OK, see you (later)! —Take (good) care! Expressing obligation I must go to the birthday party. You must prepare a shopping list. Telling the days and dates When's your birthday? —My birthday is in May. —My birthday is on Saturday. balloon, -s birthday, -s buy cake clown, -s have/throw a party candle, -s delicious exciting months of the year present, -s/gift, -s</p>	<p>Listening E5.7.L1. Students will be able to understand simple requests for permission and their responses. Speaking E5.7.S1. Students will be able to ask for permission and give response in a simple way. E5.7.S2. Students will be able to use basic greeting and leave-taking expressions. E5.7.S3. Students will be able to use utterances to express obligation. E5.7.S4. Students will be able to state the date of an event. E5.7.S5. Students will be able to express and respond to thanks. Reading E5.7.R1. Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards.</p>	<p>Contexts Advertisements Cartoons Conversations Coupons Illustrations Lists Menus Postcards Posters Rhymes Stories Tables Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Reorderi</p>	<p>SINAV HAFTASI</p> <p>Şehitler Günü 18 Mart</p>
26. hafta 24 Mart-28 Mart	3 saat	7- Party Time	<p>Asking for permission Mom, can I have a birthday party? — Sure/For sure. Expressing and responding to thanks This is lovely, thanks./Thank you very much. —You're (most) welcome. Greeting and meeting people — Welcome! —Nice to see you! —Nice to have you here! —OK, see you (later)! —Take (good) care! Expressing obligation I must go to the birthday party. You must prepare a shopping list. Telling the days and dates When's your birthday? —My birthday is in May. —My birthday is on Saturday. balloon, -s birthday, -s buy cake clown, -s have/throw a party candle, -s delicious exciting months of the year present, -s/gift, -s</p>	<p>Listening E5.7.L1. Students will be able to understand simple requests for permission and their responses. Speaking E5.7.S1. Students will be able to ask for permission and give response in a simple way. E5.7.S2. Students will be able to use basic greeting and leave-taking expressions. E5.7.S3. Students will be able to use utterances to express obligation. E5.7.S4. Students will be able to state the date of an event. E5.7.S5. Students will be able to express and respond to thanks. Reading E5.7.R1. Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards.</p>	<p>Contexts Advertisements Cartoons Conversations Coupons Illustrations Lists Menus Postcards Posters Rhymes Stories Tables Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Reorderi</p>	
31 Mart-04 Nisan				<p>ARA TATİL</p>		

<p>27. hafta 07-11 Nisan</p>	<p>3 Saat</p>	<p>8- Fitness</p>	<p>Making simple inquiries Can you ride a bicycle? —Yes, I can. —No, I can't, but s/he can. What is your favorite exercise? What are your favorite sports? Which exercise/sports do you like? —Cycling. —I like jogging. Asking for clarification Sorry, can/could you repeat that, please? Making/accepting/refusing simple suggestions Let's go hiking! —OK/That sounds great./That's a good idea. How about jogging? —Sorry. I can't now. I must study. —No. I am too tired. —Well, sorry but I must... activity camping cycling (do) exercise fitness fishing hiking jogging running trekking work out</p>	<p>Listening E5.8.L1. Students will be able to understand simple oral texts about sports activities. E5.8.L2. Students will be able to understand suggestions made for a limited number of activities. Speaking E5.8.S1. Students will be able to make suggestions for a limited number of activities. E5.8.S2. Students will be able to accept or refuse suggestions in a simple way. E5.8.S3. Students will be able to give simple personal information. E5.8.S4. Students will be able to ask for clarification by asking the speaker to repeat what has been said. Reading E5.8.R1. Students will be able to understand simple texts about sports activities.</p>	<p>Contexts Advertisements Cartoons Conversations Coupons Illustrations Lists Menus Postcards Posters Rhymes Stories Tables Videos Tasks/Activities Arts and Crafts Drama (Role Play, Simulation, Pantomime) Games Information transfer Matching Reordering Questio</p>	
<p>28. hafta 14-18 Nisan</p>	<p>3 saat</p>	<p>8- Fitness</p>	<p>Making simple inquiries Can you ride a bicycle? —Yes, I can. —No, I can't, but s/he can. What is your favorite exercise? What are your favorite sports? Which exercise/sports do you like? —Cycling. —I like jogging. Asking for clarification Sorry, can/could you repeat that, please? Making/accepting/refusing simple suggestions Let's go hiking! —OK/That sounds great./That's a good idea. How about jogging? —Sorry. I can't now. I must study. —No. I am too tired. —Well, sorry but I must... activity camping cycling (do) exercise fitness fishing hiking jogging running trekking work out</p>	<p>Listening E5.8.L1. Students will be able to understand simple oral texts about sports activities. E5.8.L2. Students will be able to understand suggestions made for a limited number of activities. Speaking E5.8.S1. Students will be able to make suggestions for a limited number of activities. E5.8.S2. Students will be able to accept or refuse suggestions in a simple way. E5.8.S3. Students will be able to give simple personal information. E5.8.S4. Students will be able to ask for clarification by asking the speaker to repeat what has been said. Reading E5.8.R1. Students will be able to understand simple texts about sports activities.</p>	<p>Contexts Advertisements Cartoons Conversations Coupons Illustrations Lists Menus Postcards Posters Rhymes Stories Tables Videos Tasks/Activities Arts and Crafts Drama (Role Play, Simulation, Pantomime) Games Information transfer Matching Reordering Questio</p>	

<p>29. hafta 21-25 Nisan</p>	<p>3 saat</p>	<p>8- Fitness</p>	<p>Making simple inquiries Can you ride a bicycle? —Yes, I can. —No, I can't, but s/he can. What is your favorite exercise? What are your favorite sports? Which exercise/sports do you like? —Cycling. —I like jogging. Asking for clarification Sorry, can/could you repeat that, please? Making/accepting/refusing simple suggestions Let's go hiking! —OK/That sounds great./That's a good idea. How about jogging? —Sorry. I can't now. I must study. —No. I am too tired. —Well, sorry but I must... activity camping cycling (do) exercise fitness fishing hiking jogging running trekking work out</p>	<p>Listening E5.8.L1. Students will be able to understand simple oral texts about sports activities. E5.8.L2. Students will be able to understand suggestions made for a limited number of activities. Speaking E5.8.S1. Students will be able to make suggestions for a limited number of activities. E5.8.S2. Students will be able to accept or refuse suggestions in a simple way. E5.8.S3. Students will be able to give simple personal information. E5.8.S4. Students will be able to ask for clarification by asking the speaker to repeat what has been said. Reading E5.8.R1. Students will be able to understand simple texts about sports activities.</p>	<p>Contexts Advertisements Cartoons Conversations Coupons Illustrations Lists Menus Postcards Posters Rhymes Stories Tables Videos Tasks/Activities Arts and Crafts Drama (Role Play, Simulation, Pantomime) Games Information transfer Matching Reordering Questio</p>	<p>23 Nisan Ulusal Egemenlik ve Çocuk Bayramı</p>
<p>30. hafta 28 Nisan -02 Mayıs</p>	<p>3 saat</p>	<p>8- Fitness</p>	<p>Making simple inquiries Can you ride a bicycle? —Yes, I can. —No, I can't, but s/he can. What is your favorite exercise? What are your favorite sports? Which exercise/sports do you like? —Cycling. —I like jogging. Asking for clarification Sorry, can/could you repeat that, please? Making/accepting/refusing simple suggestions Let's go hiking! —OK/That sounds great./That's a good idea. How about jogging? —Sorry. I can't now. I must study. —No. I am too tired. —Well, sorry but I must... activity camping cycling (do) exercise fitness fishing hiking jogging running trekking work out</p>	<p>Listening E5.8.L1. Students will be able to understand simple oral texts about sports activities. E5.8.L2. Students will be able to understand suggestions made for a limited number of activities. Speaking E5.8.S1. Students will be able to make suggestions for a limited number of activities. E5.8.S2. Students will be able to accept or refuse suggestions in a simple way. E5.8.S3. Students will be able to give simple personal information. E5.8.S4. Students will be able to ask for clarification by asking the speaker to repeat what has been said. Reading E5.8.R1. Students will be able to understand simple texts about sports activities.</p>	<p>Contexts Advertisements Cartoons Conversations Coupons Illustrations Lists Menus Postcards Posters Rhymes Stories Tables Videos Tasks/Activities Arts and Crafts Drama (Role Play, Simulation, Pantomime) Games Information transfer Matching Reordering Questio</p>	

31. hafta 05-09 Mayıs	3 saat	9- The Animal Shelter	<p>Asking for permission (Making simple inquiries) Can we adopt/get an animal? Can I feed the birds? — Of course you can. — That's not a good idea. —Not right now.</p> <p>Describing what people/animals are doing now 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. adopt/get an animal bark claw, -s examine feed help kitten, -s puppy, -ies save sleep tail, -s vet (veterinary) now/right now/at the moment</p>	<p>Listening E5.9.L1. Students will be able to understand descriptions of what people/animals are doing at the moment. Speaking E5.9.S1. Students will be able to talk about what people/animals are doing at the moment. E5.9.S2. Students will be able to ask for permission. E5.9.S3. Students will be able to use simple utterances to describe what other people are doing at the moment. Reading E5.9.R1. Students will be able to understand short and simple texts about what people/animals are doing at the moment.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Fabl Illustrations Notes and Messages Posters Stories Videos Tasks/Activities Chants and Songs Drama(Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions a</p>	
32. hafta 12-16 Mayıs	3 saat	9- The Animal Shelter	<p>Asking for permission (Making simple inquiries) Can we adopt/get an animal? Can I feed the birds? — Of course you can. — That's not a good idea. —Not right now.</p> <p>Describing what people/animals are doing now 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. adopt/get an animal bark claw, -s examine feed help kitten, -s puppy, -ies save sleep tail, -s vet (veterinary) now/right now/at the moment</p>	<p>Listening E5.9.L1. Students will be able to understand descriptions of what people/animals are doing at the moment. Speaking E5.9.S1. Students will be able to talk about what people/animals are doing at the moment. E5.9.S2. Students will be able to ask for permission. E5.9.S3. Students will be able to use simple utterances to describe what other people are doing at the moment. Reading E5.9.R1. Students will be able to understand short and simple texts about what people/animals are doing at the moment.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Fabl Illustrations Notes and Messages Posters Stories Videos Tasks/Activities Chants and Songs Drama(Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions a</p>	

33. hafta 19-23 Mayıs	3 saat	9- The Animal Shelter	<p>Asking for permission (Making simple inquiries) Can we adopt/get an animal? Can I feed the birds? — Of course you can. — That's not a good idea. —Not right now.</p> <p>Describing what people/animals are doing now 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. adopt/get an animal bark claw, -s examine feed help kitten, -s puppy, -ies save sleep tail, -s vet (veterinary) now/right now/at the moment</p>	<p>Listening E5.9.L1. Students will be able to understand descriptions of what people/animals are doing at the moment. Speaking E5.9.S1. Students will be able to talk about what people/animals are doing at the moment. E5.9.S2. Students will be able to ask for permission. E5.9.S3. Students will be able to use simple utterances to describe what other people are doing at the moment. Reading E5.9.R1. Students will be able to understand short and simple texts about what people/animals are doing at the moment.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Fabl Illustrations Notes and Messages Posters Stories Videos Tasks/Activities Chants and Songs Drama(Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions a</p>	19 Mayıs Atatürk'ü Anma Gençlik ve Spor Bayramı
34. hafta 26 Mayıs-30 Mayıs	3 saat	10- Festivals	<p>Describing general events and repeated actions (Making simple inquiries) How does Ayşe celebrate Ramadan? —She visits her relatives. Children dance and sing on Children's Day in Turkey. Chinese wear colorful clothes in Chinese New Year. Naming numbers numbers 100, 200, ..., 1000 Children's Day Chinese New Year Eid Ramadan Independence Day</p>	<p>Listening E5.10.L1. Students will be able to understand simple texts about festivals around the world. Speaking E5.10.S1. Students will be able to describe the events in a festival in a simple way. Reading E5.10.R1. Students will be able to understand visually supported short texts about festivals around the world.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Songs Tables Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Transfer Making Puppets Matching Ques</p>	İstanbul'un Fethi 29 Mayıs
35. hafta 02-06 Haziran	3 saat	10- Festivals	<p>Describing general events and repeated actions (Making simple inquiries) How does Ayşe celebrate Ramadan? —She visits her relatives. Children dance and sing on Children's Day in Turkey. Chinese wear colorful clothes in Chinese New Year. Naming numbers numbers 100, 200, ..., 1000 Children's Day Chinese New Year Eid Ramadan Independence Day</p>	<p>Listening E5.10.L1. Students will be able to understand simple texts about festivals around the world. Speaking E5.10.S1. Students will be able to describe the events in a festival in a simple way. Reading E5.10.R1. Students will be able to understand visually supported short texts about festivals around the world.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Songs Tables Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Transfer Making Puppets Matching Ques</p>	SINAV HAFTASI

36. hafta 09-13 Haziran	3 saat	10- Festivals	Describing general events and repeated actions (Making simple inquiries) How does Ayşe celebrate Ramadan? —She visits her relatives. Children dance and sing on Children’s Day in Turkey. Chinese wear colorful clothes in Chinese New Year. Naming numbers numbers 100, 200, ..., 1000 Children’s Day Chinese New Year Eid Ramadan Independence Day	Listening E5.10.L1. Students will be able to understand simple texts about festivals around the world. Speaking E5.10.S1. Students will be able to describe the events in a festival in a simple way. Reading E5.10.R1. Students will be able to understand visually supported short texts about festivals around the world.	Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Songs Tables Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Transfer Making Puppets Matching Ques	
37. Hafta 16-20 Haziran	3 saat			SOSYAL AKTİVİTELER		

UYGUNDUR
05/09/2024
FATİH KILIÇ
OKUL MÜDÜRÜ