

2024–2025 ACADEMIC YEAR AVRUPA KONUTLARI SECONDARY SCHOOL GRADE 6 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	Unit 1: Life	Describing what people do regularly (Making simple inquiries) What do you do at/after school? —I do my homework. —I play football on Wednesdays. —I finish all my homework. —I go to my step dance class. What does s/he do at/after school? —S/he listens to the teacher. —S/he helps her/his mother. —S/he rests after school. Telling the time and dates What time is it? / What is the time? —It's five p.m. —It's quarter past five. —It's ten to nine. —It's twenty past three. What is the date today? —11 August 2016. attend diary, -ies rest run errands take a nap ... care of something ... courses visit friends ... my aunt/uncle. traditional/folk dance	Listening E6.1.L1. Students will be able to recognize phrases, words, and expressions related to repeated actions. Spoken Interaction E6.1.SI1. Students will be able to talk about repeated actions. Spoken Production E6.1.SP1. Students will be able to use a series of phrases and simple expressions to express their repeated actions. E6.1.SP2. Students will be able to tell the time and dates. Reading E6.1.R1. Students will be able to understand short and simple texts, such as personal narratives about repeated actions.	Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Trans	
2. hafta 16-20 Eylül	3 saat	Unit 1: Life	Describing what people do regularly (Making simple inquiries) What do you do at/after school? —I do my homework. —I play football on Wednesdays. —I finish all my homework. —I go to my step dance class. What does s/he do at/after school? —S/he listens to the teacher. —S/he helps her/his mother. —S/he rests after school. Telling the time and dates What time is it? / What is the time? —It's five p.m. —It's quarter past five. —It's ten to nine. —It's twenty past three. What is the date today? —11 August 2016. attend diary, -ies rest run errands take a nap ... care of something ... courses visit friends ... my aunt/uncle. traditional/folk dance	Listening E6.1.L1. Students will be able to recognize phrases, words, and expressions related to repeated actions. Spoken Interaction E6.1.SI1. Students will be able to talk about repeated actions. Spoken Production E6.1.SP1. Students will be able to use a series of phrases and simple expressions to express their repeated actions. E6.1.SP2. Students will be able to tell the time and dates. Reading E6.1.R1. Students will be able to understand short and simple texts, such as personal narratives about repeated actions.	Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Trans	15 Temmuz Demokrasi ve Millî Birlik Günü
3. hafta 23 Eylül-27 Eylül	3 saat	Unit 1: Life	Describing what people do regularly (Making simple inquiries) What do you do at/after school? —I do my homework. —I play football on Wednesdays. —I finish all my homework. —I go to my step dance class. What does s/he do at/after school? —S/he listens to the teacher. —S/he helps her/his mother. —S/he rests after school. Telling the time and dates What time is it? / What is the time? —It's five p.m. —It's quarter past five. —It's ten to nine. —It's twenty past three. What is the date today? —11 August 2016. attend diary, -ies rest run errands take a nap ... care of something ... courses visit friends ... my aunt/uncle. traditional/folk dance	Listening E6.1.L1. Students will be able to recognize phrases, words, and expressions related to repeated actions. Spoken Interaction E6.1.SI1. Students will be able to talk about repeated actions. Spoken Production E6.1.SP1. Students will be able to use a series of phrases and simple expressions to express their repeated actions. E6.1.SP2. Students will be able to tell the time and dates. Reading E6.1.R1. Students will be able to understand short and simple texts, such as personal narratives about repeated actions.	Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Trans	İlköğretim Haftası (Eylül ayının 3. haftası)

4. hafta 30 Eylül-04 Ekim	3 saat	Unit 1: Life	Describing what people do regularly (Making simple inquiries) What do you do at/after school? —I do my homework. —I play football on Wednesdays. —I finish all my homework. —I go to my step dance class. What does s/he do at/after school? —S/he listens to the teacher. —S/he helps her/his mother. —S/he rests after school. Telling the time and dates What time is it? / What is the time? —It's five p.m. —It's quarter past five. —It's ten to nine. —It's twenty past three. What is the date today? —11 August 2016. attend diary, -ies rest run errands take a nap ... care of something ... courses visit friends ... my aunt/uncle. traditional/folk dance	Listening E6.1.L1. Students will be able to recognize phrases, words, and expressions related to repeated actions. Spoken Interaction E6.1.S11. Students will be able to talk about repeated actions. Spoken Production E6.1.SP1. Students will be able to use a series of phrases and simple expressions to express their repeated actions. E6.1.SP2. Students will be able to tell the time and dates. Reading E6.1.R1. Students will be able to understand short and simple texts, such as personal narratives about repeated actions.	Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Trans	
5. hafta 07-11 Ekim	3 saat	Unit 2: Yummy Breakfast	Accepting and refusing Can I have some cheese? —Sure. —No, it's all gone. Do you want some tea? —Yes, please. —No, thanks. I don't like tea. —No, thanks. I don't want any tea. Describing what people do regularly I eat honey and butter in the mornings. Expressing likes and dislikes Yummy! I love/like muffins! I don't like junk food. It's my favorite! Enjoy it! bagel, -s butter cereal croissant, -s egg, -s fruit/orange/apple/... juice jam junk food muffin, -s pancake, -s sausage, -s nutritious tea/coffee/milk	Listening E6.2.L1. Students will be able to identify the names of different food in an oral text. Spoken Interaction E6.2.S11. Students will be able to ask people about their food preferences. Spoken Production E6.2.SP1. Students will be able to express their opinions about the food they like and don't like. Reading E6.2.R1. Students will be able to understand short and simple texts about food and preferences. E6.2.R2. Students will be able to understand the label of food products.	Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labelin	
6. hafta 14-18 Ekim	3 saat	Unit 2: Yummy Breakfast	Accepting and refusing Can I have some cheese? —Sure. —No, it's all gone. Do you want some tea? —Yes, please. —No, thanks. I don't like tea. —No, thanks. I don't want any tea. Describing what people do regularly I eat honey and butter in the mornings. Expressing likes and dislikes Yummy! I love/like muffins! I don't like junk food. It's my favorite! Enjoy it! bagel, -s butter cereal croissant, -s egg, -s fruit/orange/apple/... juice jam junk food muffin, -s pancake, -s sausage, -s nutritious tea/coffee/milk	Listening E6.2.L1. Students will be able to identify the names of different food in an oral text. Spoken Interaction E6.2.S11. Students will be able to ask people about their food preferences. Spoken Production E6.2.SP1. Students will be able to express their opinions about the food they like and don't like. Reading E6.2.R1. Students will be able to understand short and simple texts about food and preferences. E6.2.R2. Students will be able to understand the label of food products.	Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labelin	
7. hafta 21-25 Ekim	3 saat	Unit 2: Yummy Breakfast	Accepting and refusing Can I have some cheese? —Sure. —No, it's all gone. Do you want some tea? —Yes, please. —No, thanks. I don't like tea. —No, thanks. I don't want any tea. Describing what people do regularly I eat honey and butter in the mornings. Expressing likes and dislikes Yummy! I love/like muffins! I don't like junk food. It's my favorite! Enjoy it! bagel, -s butter cereal croissant, -s egg, -s fruit/orange/apple/... juice jam junk food muffin, -s pancake, -s sausage, -s nutritious tea/coffee/milk	Listening E6.2.L1. Students will be able to identify the names of different food in an oral text. Spoken Interaction E6.2.S11. Students will be able to ask people about their food preferences. Spoken Production E6.2.SP1. Students will be able to express their opinions about the food they like and don't like. Reading E6.2.R1. Students will be able to understand short and simple texts about food and preferences. E6.2.R2. Students will be able to understand the label of food products.	Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labelin	

8. hafta 28 Ekim-01 Kasım	3 saat	Unit 2: Yummy Breakfast	Accepting and refusing Can I have some cheese? —Sure. —No, it's all gone. Do you want some tea? —Yes, please. —No, thanks. I don't like tea. —No, thanks. I don't want any tea. Describing what people do regularly I eat honey and butter in the mornings. Expressing likes and dislikes Yummy! I love/like muffins! I don't like junk food. It's my favorite! Enjoy it! bagel, -s butter cereal croissant, -s egg, -s fruit/orange/apple/... juice jam junk food muffin, -s pancake, -s sausage, -s nutritious tea/coffee/milk	Listening E6.2.L1. Students will be able to identify the names of different food in an oral text. Spoken Interaction E6.2.S11. Students will be able to ask people about their food preferences. Spoken Production E6.2.SP1. Students will be able to express their opinions about the food they like and don't like. Reading E6.2.R1. Students will be able to understand short and simple texts about food and preferences. E6.2.R2. Students will be able to understand the label of food products.	Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labelin	SINAV HAFTASI 29 Ekim Cumhuriyet Bayramı
9. hafta 04-08 Kasım	3 saat	Unit 3: Downtown	Describing places (Making comparisons) Downtown is busier on Mondays. A skyscraper is higher than a school building. Which city is more beautiful? New York or Istanbul? The street is more crowded than the park. Describing what people are doing now (Making simple inquiries) What is s/he doing now/at the moment? —S/he is feeding the street cats. —Feeding? —Yes, s/he is. What is s/he doing right now? —S/he's reading a book right now. busy crowded downtown feed hometown high kiosk, -s sell skyscraper, -s street town, -s traffic jam	Listening E6.3.L1. Students will be able to identify expressions and phrases related to present events. E6.3.L2. Students will be able to pick up the expressions in a dialogue comparing things. Spoken Interaction E6.3.S11. Students will be able to ask people questions about what they are doing at the moment. E6.3.S12. Students will be able to ask people to compare things. Spoken Production E6.3.SP1. Students will be able to describe people doing different actions. E6.3.SP2. Students will be able to make comparisons between two things. Reading E6.3.R1. Students will be able to understand visually supported, short and simple texts.	Contexts Brochures Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Games Labeling Matching 1ST EXAM Assignments	Atatürk Haftası
11-15 Kasım				ARA TATİL		
10. hafta 18-22 Kasım	3 saat	Unit 3: Downtown	Describing places (Making comparisons) Downtown is busier on Mondays. A skyscraper is higher than a school building. Which city is more beautiful? New York or Istanbul? The street is more crowded than the park. Describing what people are doing now (Making simple inquiries) What is s/he doing now/at the moment? —S/he is feeding the street cats. —Feeding? —Yes, s/he is. What is s/he doing right now? —S/he's reading a book right now. busy crowded downtown feed hometown high kiosk, -s sell skyscraper, -s street town, -s traffic jam	Listening E6.3.L1. Students will be able to identify expressions and phrases related to present events. E6.3.L2. Students will be able to pick up the expressions in a dialogue comparing things. Spoken Interaction E6.3.S11. Students will be able to ask people questions about what they are doing at the moment. E6.3.S12. Students will be able to ask people to compare things. Spoken Production E6.3.SP1. Students will be able to describe people doing different actions. E6.3.SP2. Students will be able to make comparisons between two things. Reading E6.3.R1. Students will be able to understand visually supported, short and simple texts.	Contexts Brochures Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Games Labeling Matching 1ST EXAM Assignments	24 Kasım Öğretmenler Günü
11. hafta 25-29 Kasım	3 saat	Unit 3: Downtown	Describing places (Making comparisons) Downtown is busier on Mondays. A skyscraper is higher than a school building. Which city is more beautiful? New York or Istanbul? The street is more crowded than the park. Describing what people are doing now (Making simple inquiries) What is s/he doing now/at the moment? —S/he is feeding the street cats. —Feeding? —Yes, s/he is. What is s/he doing right now? —S/he's reading a book right now. busy crowded downtown feed hometown high kiosk, -s sell skyscraper, -s street town, -s traffic jam	Listening E6.3.L1. Students will be able to identify expressions and phrases related to present events. E6.3.L2. Students will be able to pick up the expressions in a dialogue comparing things. Spoken Interaction E6.3.S11. Students will be able to ask people questions about what they are doing at the moment. E6.3.S12. Students will be able to ask people to compare things. Spoken Production E6.3.SP1. Students will be able to describe people doing different actions. E6.3.SP2. Students will be able to make comparisons between two things. Reading E6.3.R1. Students will be able to understand visually supported, short and simple texts.	Contexts Brochures Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Games Labeling Matching 1ST EXAM Assignments	

12. hafta 02-06 Aralık	3 saat	Unit 4: Weather and Emotions	Describing the weather What's the weather like? —It's foggy. —It's very cold. It is 2 degrees Celsius! —It is stormy. I feel scared. —It's not snowy in the desert. It is dry. Making simple inquiries —I don't get it. Can you repeat that, please? Expressing emotions I feel ... anxious moody sleepy cloudy fabulous freezing hailing lightning stormy windy	Listening E6.4.L1. Students will be able to pick up specific information from short oral texts about weather conditions and emotions. Spoken Interaction E6.4.SI1. Students will be able to ask people about the weather. Spoken Production E6.4.SP1. Students will be able to talk about the weather and their emotions in a simple way. Reading E6.4.R1. Students will be able to understand short and simple texts about the weather, weather conditions and emotios.	Contexts Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Labeling Ma	
13. hafta 09-13 Aralık	3 saat	Unit 4: Weather and Emotions	Describing the weather What's the weather like? —It's foggy. —It's very cold. It is 2 degrees Celsius! —It is stormy. I feel scared. —It's not snowy in the desert. It is dry. Making simple inquiries —I don't get it. Can you repeat that, please? Expressing emotions I feel ... anxious moody sleepy cloudy fabulous freezing hailing lightning stormy windy	Listening E6.4.L1. Students will be able to pick up specific information from short oral texts about weather conditions and emotions. Spoken Interaction E6.4.SI1. Students will be able to ask people about the weather. Spoken Production E6.4.SP1. Students will be able to talk about the weather and their emotions in a simple way. Reading E6.4.R1. Students will be able to understand short and simple texts about the weather, weather conditions and emotios.	Contexts Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Labeling Ma	
14. hafta 16-20 Aralık	3 saat	Unit 4: Weather and Emotions	Describing the weather What's the weather like? —It's foggy. —It's very cold. It is 2 degrees Celsius! —It is stormy. I feel scared. —It's not snowy in the desert. It is dry. Making simple inquiries —I don't get it. Can you repeat that, please? Expressing emotions I feel ... anxious moody sleepy cloudy fabulous freezing hailing lightning stormy windy	Listening E6.4.L1. Students will be able to pick up specific information from short oral texts about weather conditions and emotions. Spoken Interaction E6.4.SI1. Students will be able to ask people about the weather. Spoken Production E6.4.SP1. Students will be able to talk about the weather and their emotions in a simple way. Reading E6.4.R1. Students will be able to understand short and simple texts about the weather, weather conditions and emotios.	Contexts Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Labeling Ma	Tutum, Yatırım ve Türk Malları Haftası (12-18 Aralık)
15. hafta 23-27 Aralık	3 saat	Unit 4: Weather and Emotions	Describing the weather What's the weather like? —It's foggy. —It's very cold. It is 2 degrees Celsius! —It is stormy. I feel scared. —It's not snowy in the desert. It is dry. Making simple inquiries —I don't get it. Can you repeat that, please? Expressing emotions I feel ... anxious moody sleepy cloudy fabulous freezing hailing lightning stormy windy	Listening E6.4.L1. Students will be able to pick up specific information from short oral texts about weather conditions and emotions. Spoken Interaction E6.4.SI1. Students will be able to ask people about the weather. Spoken Production E6.4.SP1. Students will be able to talk about the weather and their emotions in a simple way. Reading E6.4.R1. Students will be able to understand short and simple texts about the weather, weather conditions and emotios.	Contexts Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Labeling Ma	
16. hafta 30 Aralık-03 Ocak	3 saat	Unit 5: At the Fair	Describing places There are many fun things at the fair. —Roller coasters are crazy! Expressing feelings —I think they are frightening. Expressing likes and dislikes —I agree. I like the roller coaster very much. —I like the train ride. It is fun. —I hate bumper cars. They are boring. —I think a ghost train is more frightening than the roller coaster. Stating personal opinions What do you think about fairs? —I think they are exciting places. —I disagree. I think they are fun. amazing boring bumper car, -s carnival carousel, -s crazy dull exciting fantastic ferris wheel ghost train, -s horrible interesting roller coaster, -s terrifying thrilling	Listening E6.5.L1. Students will be able to recognize the words related to the expression of emotions. Spoken Interaction E6.5.SI1. Students will be able to talk about and express the feelings and personal opinions about places and things. Spoken Production E6.5.SP1. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. Reading E6.5.R1. Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. E6.5.R2. Students will be able to read specific information on a poster about a certain place.	Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Posters Songs Stories Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Informa	SINAV HAFTASI

17. hafta 06-10 Ocak	3 saat	Unit 5: At the Fair	Describing places There are many fun things at the fair. —Roller coasters are crazy! Expressing feelings —I think they are frightening. Expressing likes and dislikes —I agree. I like the roller coaster very much. —I like the train ride. It is fun. —I hate bumper cars. They are boring. —I think a ghost train is more frightening than the roller coaster. Stating personal opinions What do you think about fairs? — I think they are exciting places. —I disagree. I think they are fun. amazing boring bumper car, -s carnival carrousel, -s crazy dull exciting fantastic ferris wheel ghost train, -s horrible interesting roller coaster, -s terrifying thrilling	Listening E6.5.L1. Students will be able to recognize the words related to the expression of emotions. Spoken Interaction E6.5.SI1. Students will be able to talk about and express the feelings and personal opinions about places and things. Spoken Production E6.5.SP1. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. Reading E6.5.R1. Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. E6.5.R2. Students will be able to read specific information on a poster about a certain place.	Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Posters Songs Stories Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Informa
18. hafta 13-17 Ocak	3 saat	Unit 5: At the Fair	Describing places There are many fun things at the fair. —Roller coasters are crazy! Expressing feelings —I think they are frightening. Expressing likes and dislikes —I agree. I like the roller coaster very much. —I like the train ride. It is fun. —I hate bumper cars. They are boring. —I think a ghost train is more frightening than the roller coaster. Stating personal opinions What do you think about fairs? — I think they are exciting places. —I disagree. I think they are fun. amazing boring bumper car, -s carnival carrousel, -s crazy dull exciting fantastic ferris wheel ghost train, -s horrible interesting roller coaster, -s terrifying thrilling	Listening E6.5.L1. Students will be able to recognize the words related to the expression of emotions. Spoken Interaction E6.5.SI1. Students will be able to talk about and express the feelings and personal opinions about places and things. Spoken Production E6.5.SP1. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. Reading E6.5.R1. Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. E6.5.R2. Students will be able to read specific information on a poster about a certain place.	Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Posters Songs Stories Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Informa
20 Ocak-24 Ocak				YARIYIL TATİLİ	
27-31 Ocak				YARIYIL TATİLİ	
19. hafta 03-07 Şubat	3 saat	Unit 6: Occupations	Talking about occupations What does your uncle do? —He's a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can't! What can you do? — I can make dresses. I can cut and sew fabric. Asking personal questions Was s/he in Istanbul last week? Were you at school yesterday? When were you born? Where was s/he born? Telling the time, days and dates —S/he was in Istanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s	Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people's occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates. Spoken Interaction E6.6.SI1. Students will be able to talk about occupations. Spoken Production E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates. Reading E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates. Writing E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.	Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Matchin

20. hafta 10-14 Şubat	3 saat	Unit 6: Occupations	Talking about occupations What does your uncle do? —He's a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can't! What can you do? — I can make dresses. I can cut and sew fabric. Asking personal questions Was s/he in İstanbul last week? Were you at school yesterday? When were you born? Where was s/he born? Telling the time, days and dates —S/he was in İstanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s	Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people's occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates. Spoken Interaction E6.6.SI1. Students will be able to talk about occupations. Spoken Production E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates. Reading E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates. Writing E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.	Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Matchin	
21. hafta 17-21 Şubat	3 saat	Unit 6: Occupations	Talking about occupations What does your uncle do? —He's a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can't! What can you do? — I can make dresses. I can cut and sew fabric. Asking personal questions Was s/he in İstanbul last week? Were you at school yesterday? When were you born? Where was s/he born? Telling the time, days and dates —S/he was in İstanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s	Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people's occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates. Spoken Interaction E6.6.SI1. Students will be able to talk about occupations. Spoken Production E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates. Reading E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates. Writing E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.	Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Matchin	
22. hafta 24-28 Şubat	3 saat	Unit 6: Occupations	Talking about occupations What does your uncle do? —He's a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can't! What can you do? — I can make dresses. I can cut and sew fabric. Asking personal questions Was s/he in İstanbul last week? Were you at school yesterday? When were you born? Where was s/he born? Telling the time, days and dates —S/he was in İstanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s	Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people's occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates. Spoken Interaction E6.6.SI1. Students will be able to talk about occupations. Spoken Production E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates. Reading E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates. Writing E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.	Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Matchin	Yeşilay Haftası (1 Mart gününü içine alan hafta)

23. hafta 03-07 Mart	3 saat	Unit 7: Holidays	Talking about past events (Making simple inquiries) What did you do in your holiday? —I played with my friends, and I learned skiing. —My brother and I climbed trees and picked fruit. I enjoyed it. —We walked in the forest yesterday. What did s/he do in the holiday? —S/he studied English. —S/he visited her/his grandparents last week. forest, -s flower, -s fruit lake, -s mountain, -s pick river, -s sailing seaside sightseeing skiing snowball snowman tree, -s	Listening E6.7.L1. Students will be able to spot the activities about holidays in oral texts. Spoken Interaction E6.7.S11. Students will be able to talk about their holidays. Spoken Production E6.7.SP1. Students will be able to describe past activities and personal experiences. Reading E6.7.R1. Students will be able to understand short, simple sentences and expressions related to past activities. Writing E6.7.W1. Students will be able to write short and simple pieces in various forms about holidays.	Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Ma	
24. hafta 10-14 Mart	3 saat	Unit 7: Holidays	Talking about past events (Making simple inquiries) What did you do in your holiday? —I played with my friends, and I learned skiing. —My brother and I climbed trees and picked fruit. I enjoyed it. —We walked in the forest yesterday. What did s/he do in the holiday? —S/he studied English. —S/he visited her/his grandparents last week. forest, -s flower, -s fruit lake, -s mountain, -s pick river, -s sailing seaside sightseeing skiing snowball snowman tree, -s	Listening E6.7.L1. Students will be able to spot the activities about holidays in oral texts. Spoken Interaction E6.7.S11. Students will be able to talk about their holidays. Spoken Production E6.7.SP1. Students will be able to describe past activities and personal experiences. Reading E6.7.R1. Students will be able to understand short, simple sentences and expressions related to past activities. Writing E6.7.W1. Students will be able to write short and simple pieces in various forms about holidays.	Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Ma	İstiklâl Marşı'nın Kabulü ve Mehmet Akif Ersoy' u Anma Günü (12 Mart)
25. hafta 17-21 Mart	3 saat	Unit 7: Holidays	Talking about past events (Making simple inquiries) What did you do in your holiday? —I played with my friends, and I learned skiing. —My brother and I climbed trees and picked fruit. I enjoyed it. —We walked in the forest yesterday. What did s/he do in the holiday? —S/he studied English. —S/he visited her/his grandparents last week. forest, -s flower, -s fruit lake, -s mountain, -s pick river, -s sailing seaside sightseeing skiing snowball snowman tree, -s	Listening E6.7.L1. Students will be able to spot the activities about holidays in oral texts. Spoken Interaction E6.7.S11. Students will be able to talk about their holidays. Spoken Production E6.7.SP1. Students will be able to describe past activities and personal experiences. Reading E6.7.R1. Students will be able to understand short, simple sentences and expressions related to past activities. Writing E6.7.W1. Students will be able to write short and simple pieces in various forms about holidays.	Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Ma	SINAV HAFTASI Şehitler Günü 18 Mart
26. hafta 24 Mart-28 Mart	3 saat	Unit 7: Holidays	Talking about past events (Making simple inquiries) What did you do in your holiday? —I played with my friends, and I learned skiing. —My brother and I climbed trees and picked fruit. I enjoyed it. —We walked in the forest yesterday. What did s/he do in the holiday? —S/he studied English. —S/he visited her/his grandparents last week. forest, -s flower, -s fruit lake, -s mountain, -s pick river, -s sailing seaside sightseeing skiing snowball snowman tree, -s	Listening E6.7.L1. Students will be able to spot the activities about holidays in oral texts. Spoken Interaction E6.7.S11. Students will be able to talk about their holidays. Spoken Production E6.7.SP1. Students will be able to describe past activities and personal experiences. Reading E6.7.R1. Students will be able to understand short, simple sentences and expressions related to past activities. Writing E6.7.W1. Students will be able to write short and simple pieces in various forms about holidays.	Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Ma	
31 Mart-04 Nisan				ARA TATİL		

27. hafta 07-11 Nisan	3 saat	Unit 8: Bookworms	Talking about locations of things and people Where is s/he? —S/he is in front of/next to/near/ behind/between/under/over ... I can't find my book. Can you help me? —Look! It is under the bed. Talking about past events What happened in the library yesterday? —I read important books. —I found some interesting information in the magazines. —I looked up/for some dictionaries. author/writer borrow/lend bookshelf dictionary e-book important information library look at/for/up magazine newspaper novel poetry story	Listening E6.8.L1. Students will be able to listen to the instructions and locate things. E6.8.L2. Students will be able to understand past events in oral texts. Spoken Interaction E6.8.SI1. Students will be able to talk about the locations of people and things. E6.8.SI2. Students will be able to talk about past events with definite time. Spoken Production E6.8.SP1. Students will be able to describe the locations of people and things. E6.8.SP2. Students will be able to describe past events with definite time. Reading E6.8.R1. Students will be able to understand short, simple sentences and expressions about past events with definite time. Writing E6.8.W1. Students will be able to write about past events with definite time. E6.8.W2. Students will be able to write about the locations of people and things.	1st EXAM Contexts Brochures Captions Cartoons Conversations Illustrations Magazines Probes/Realia Podcasts Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information	
28. hafta 14-18 Nisan	3 saat	Unit 8: Bookworms	Talking about locations of things and people Where is s/he? —S/he is in front of/next to/near/ behind/between/under/over ... I can't find my book. Can you help me? —Look! It is under the bed. Talking about past events What happened in the library yesterday? —I read important books. —I found some interesting information in the magazines. —I looked up/for some dictionaries. author/writer borrow/lend bookshelf dictionary e-book important information library look at/for/up magazine newspaper novel poetry story	Listening E6.8.L1. Students will be able to listen to the instructions and locate things. E6.8.L2. Students will be able to understand past events in oral texts. Spoken Interaction E6.8.SI1. Students will be able to talk about the locations of people and things. E6.8.SI2. Students will be able to talk about past events with definite time. Spoken Production E6.8.SP1. Students will be able to describe the locations of people and things. E6.8.SP2. Students will be able to describe past events with definite time. Reading E6.8.R1. Students will be able to understand short, simple sentences and expressions about past events with definite time. Writing E6.8.W1. Students will be able to write about past events with definite time. E6.8.W2. Students will be able to write about the locations of people and things.	1st EXAM Contexts Brochures Captions Cartoons Conversations Illustrations Magazines Probes/Realia Podcasts Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information	
29. hafta 21-25 Nisan	3 saat	Unit 8: Bookworms	Talking about locations of things and people Where is s/he? —S/he is in front of/next to/near/ behind/between/under/over ... I can't find my book. Can you help me? —Look! It is under the bed. Talking about past events What happened in the library yesterday? —I read important books. —I found some interesting information in the magazines. —I looked up/for some dictionaries. author/writer borrow/lend bookshelf dictionary e-book important information library look at/for/up magazine newspaper novel poetry story	Listening E6.8.L1. Students will be able to listen to the instructions and locate things. E6.8.L2. Students will be able to understand past events in oral texts. Spoken Interaction E6.8.SI1. Students will be able to talk about the locations of people and things. E6.8.SI2. Students will be able to talk about past events with definite time. Spoken Production E6.8.SP1. Students will be able to describe the locations of people and things. E6.8.SP2. Students will be able to describe past events with definite time. Reading E6.8.R1. Students will be able to understand short, simple sentences and expressions about past events with definite time. Writing E6.8.W1. Students will be able to write about past events with definite time. E6.8.W2. Students will be able to write about the locations of people and things.	1st EXAM Contexts Brochures Captions Cartoons Conversations Illustrations Magazines Probes/Realia Podcasts Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information	23 Nisan Ulusal Egenelik ve Çocuk Bayramı
30. hafta 28 Nisan -02 Mayıs	3 saat	Unit 8: Bookworms	Talking about locations of things and people Where is s/he? —S/he is in front of/next to/near/ behind/between/under/over ... I can't find my book. Can you help me? —Look! It is under the bed. Talking about past events What happened in the library yesterday? —I read important books. —I found some interesting information in the magazines. —I looked up/for some dictionaries. author/writer borrow/lend bookshelf dictionary e-book important information library look at/for/up magazine newspaper novel poetry story	Listening E6.8.L1. Students will be able to listen to the instructions and locate things. E6.8.L2. Students will be able to understand past events in oral texts. Spoken Interaction E6.8.SI1. Students will be able to talk about the locations of people and things. E6.8.SI2. Students will be able to talk about past events with definite time. Spoken Production E6.8.SP1. Students will be able to describe the locations of people and things. E6.8.SP2. Students will be able to describe past events with definite time. Reading E6.8.R1. Students will be able to understand short, simple sentences and expressions about past events with definite time. Writing E6.8.W1. Students will be able to write about past events with definite time. E6.8.W2. Students will be able to write about the locations of people and things.	1st EXAM Contexts Brochures Captions Cartoons Conversations Illustrations Magazines Probes/Realia Podcasts Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information	

31. hafta 05-09 Mayıs	3 saat	Unit 9: Saving the Planet	Giving and responding to simple suggestions What should we do to save our world? —We should save energy. — We can use less water and electricity. — We should recycle the batteries. —We should not harm animals. —Turn off the lights. —Don't waste water. —Unplug the TV. air/water/noise pollution cut down damage garbage electrical device, -s harm litter plug (unplug) recycle rubbish reduce save trash waste	Listening E6.9.L1. Students will be able to recognize appropriate attitudes to save energy and to protect the environment. E6.9.L2. Students will be able to understand suggestions related to the protection of the environment in simple oral texts. Spoken Interaction E6.9.SI1. Students will be able to give each other suggestions about the protection of the environment. Spoken Production E6.9.SP1. Students will be able to talk to people about the protection of the environment. Reading E6.9.R1. Students will be able to understand the texts about the protection of the environment. E6.9.R2. Students will be able to follow short, simple written instructions. Writing E6.9.W1. Students will be able to write simple pieces about the protection of the environment.	Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Posters Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/O	
32. hafta 12-16 Mayıs	3 saat	Unit 9: Saving the Planet	Giving and responding to simple suggestions What should we do to save our world? —We should save energy. — We can use less water and electricity. — We should recycle the batteries. —We should not harm animals. —Turn off the lights. —Don't waste water. —Unplug the TV. air/water/noise pollution cut down damage garbage electrical device, -s harm litter plug (unplug) recycle rubbish reduce save trash waste	Listening E6.9.L1. Students will be able to recognize appropriate attitudes to save energy and to protect the environment. E6.9.L2. Students will be able to understand suggestions related to the protection of the environment in simple oral texts. Spoken Interaction E6.9.SI1. Students will be able to give each other suggestions about the protection of the environment. Spoken Production E6.9.SP1. Students will be able to talk to people about the protection of the environment. Reading E6.9.R1. Students will be able to understand the texts about the protection of the environment. E6.9.R2. Students will be able to follow short, simple written instructions. Writing E6.9.W1. Students will be able to write simple pieces about the protection of the environment.	Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Posters Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/O	
33. hafta 19-23 Mayıs	3 saat	Unit 9: Saving the Planet	Giving and responding to simple suggestions What should we do to save our world? —We should save energy. — We can use less water and electricity. — We should recycle the batteries. —We should not harm animals. —Turn off the lights. —Don't waste water. —Unplug the TV. air/water/noise pollution cut down damage garbage electrical device, -s harm litter plug (unplug) recycle rubbish reduce save trash waste	Listening E6.9.L1. Students will be able to recognize appropriate attitudes to save energy and to protect the environment. E6.9.L2. Students will be able to understand suggestions related to the protection of the environment in simple oral texts. Spoken Interaction E6.9.SI1. Students will be able to give each other suggestions about the protection of the environment. Spoken Production E6.9.SP1. Students will be able to talk to people about the protection of the environment. Reading E6.9.R1. Students will be able to understand the texts about the protection of the environment. E6.9.R2. Students will be able to follow short, simple written instructions. Writing E6.9.W1. Students will be able to write simple pieces about the protection of the environment.	Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Posters Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/O	19 Mayıs Atatürk'ü Anma Gençlik ve Spor Bayramı
34. hafta 26 Mayıs-30 Mayıs	3 saat	Unit 10: Democracy	Talking about stages of a procedure You should ... choose your candidate. talk about your plans/opinions. respect others. write the name of the candidate. fold the paper. put it into the ballot box. Making simple inquiries Are you a candidate? Who is your candidate? Do you support Ahmet in the election? Who do you support in the election? Talking about past events —We had an election in our school. —We elected our classroom president. —Our classroom president gave us a speech. ballot box, -es campaign, -s candidate, -s child/human right, -s election, -s fair law, -s make/give a speech president poll public respect republic vote	Listening E6.10.L1. Students will be able to recognize some key features related to the concept of democracy. Spoken Interaction E6.10.SI1. Students will be able to talk about the stages of classroom president polls. Spoken Production E6.10.SP1. Students will be able to give short descriptions of past and present events. E6.10.SP2. Students will be able to talk about the concept of democracy. Reading E6.10.R1. Students will be able to recognize familiar words and simple phrases related to the concept of democracy. Writing E6.10.W1. Students will be able to write simple pieces about concepts related to democracy.	Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Postes Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opi	İstanbul'un Fethi 29 Mayıs

35. hafta 02-06 Haziran	3 saat	Unit 10: Democracy	Talking about stages of a procedure You should ... choose your candidate. talk about your plans/opinions. respect others. write the name of the candidate. fold the paper. put it into the ballot box. Making simple inquiries Are you a candidate? Who is your candidate? Do you support Ahmet in the election? Who do you support in the election? Talking about past events —We had an election in our school. —We elected our classroom president. —Our classroom president gave us a speech. ballot box, -es campaign, -s candidate, -s child/human right, -s election, -s fair law, -s make/give a speech president poll public respect republic vote	Listening E6.10.L1. Students will be able to recognize some key features related to the concept of democracy. Spoken Interaction E6.10.S11. Students will be able to talk about the stages of classroom president polls. Spoken Production E6.10.SP1. Students will be able to give short descriptions of past and present events. E6.10.SP2. Students will be able to talk about the concept of democracy. Reading E6.10.R1. Students will be able to recognize familiar words and simple phrases related to the concept of democracy. Writing E6.10.W1. Students will be able to write simple pieces about concepts related to democracy.	Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Postes Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opi	SINAV HAFTASI
36. hafta 09-13 Haziran	3 saat	Unit 10: Democracy	Talking about stages of a procedure You should ... choose your candidate. talk about your plans/opinions. respect others. write the name of the candidate. fold the paper. put it into the ballot box. Making simple inquiries Are you a candidate? Who is your candidate? Do you support Ahmet in the election? Who do you support in the election? Talking about past events	Listening E6.10.L1. Students will be able to recognize some key features related to the concept of democracy. Spoken Interaction E6.10.S11. Students will be able to talk about the stages of classroom president polls. Spoken Production E6.10.SP1. Students will be able to give short descriptions of past and present events. E6.10.SP2. Students will be able to talk about the concept of democracy. Reading E6.10.R1. Students will be able to recognize familiar words and simple phrases related to the concept of democracy. Writing E6.10.W1. Students will be able to write simple pieces about concepts related to democracy.	Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Postes Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opi	
37. Hafta 16-20 Haziran	3 saat			SOSYAL AKTİVİTELER		

UYGUNDUR
05/09/2024
FATİH KILIÇ
OKUL MÜDÜRÜ