

2024-2025 ACADEMIC YEAR AVRUPA KONUTLARI SECONDARY SCHOOL GRADE 8 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	4 saat	1- Friendship	Contexts Blogs / Diaries/Journal Entries E-mails /Illustrations Lists /News Notes and Messages Podcasts /Posters Questionnaires Reports /Songs Stories /Tables Videos /Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Ga	<b>Listening E8.1.L1. Students will be able to understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. Spoken Interaction E8.1.S1. Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. Spoken Production E8.1.SP1. Students will be able to structure a talk to make simple inquiries, give explanations and reasons. Reading E8.1.R1. Students will be able to understand short and simple texts about friendship. E8.1.R2. Students will be able to understand short and simple invitation letters, cards and e-mails. Writing E8.1.W1. Students will be able to write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation.</b>	Accepting and refusing / Apologizing / Giving explanations and reasons Would you like to come over tomorrow? -I'm sorry, but I can't come over because my cousin is coming tomorrow. -Sure, that sounds fun! Would you like some fruit juice? -Yes, I'd love some. -No, thanks. I'm full / stuffed. -Yeah, that would be great.How about going to the cinema this Saturday? -Sure, it sounds good / great / awesome. -Yeah, why not. -I'll text our friends to come over at 7 o'clock, then. Making simple inquiries Are you busy tomorrow evening? -No, not at all. Why? back up /best/close/true friend, -s buddy, -ies / cool count on /get on well with somebody / go for a walk /laid-back /mate, -s secret, -s share support / trust	
2. hafta 16-20 Eylül	4 saat	1- Friendship	Contexts Blogs / Diaries/Journal Entries E-mails /Illustrations Lists /News Notes and Messages Podcasts /Posters Questionnaires Reports /Songs Stories /Tables Videos /Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Ga	<b>Listening E8.1.L1. Students will be able to understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. Spoken Interaction E8.1.S1. Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. Spoken Production E8.1.SP1. Students will be able to structure a talk to make simple inquiries, give explanations and reasons. Reading E8.1.R1. Students will be able to understand short and simple texts about friendship. E8.1.R2. Students will be able to understand short and simple invitation letters, cards and e-mails. Writing E8.1.W1. Students will be able to write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation.</b>	Accepting and refusing / Apologizing / Giving explanations and reasons Would you like to come over tomorrow? -I'm sorry, but I can't come over because my cousin is coming tomorrow. -Sure, that sounds fun! Would you like some fruit juice? -Yes, I'd love some. -No, thanks. I'm full / stuffed. -Yeah, that would be great.How about going to the cinema this Saturday? -Sure, it sounds good / great / awesome. -Yeah, why not. -I'll text our friends to come over at 7 o'clock, then. Making simple inquiries Are you busy tomorrow evening? -No, not at all. Why? back up /best/close/true friend, -s buddy, -ies / cool count on /get on well with somebody / go for a walk /laid-back /mate, -s secret, -s share support / trust	15 Temmuz Demokrasi ve Millî Birlik Günü
3. hafta 23 Eylül-27 Eylül	4 saat	1- Friendship	Contexts Blogs / Diaries/Journal Entries E-mails /Illustrations Lists /News Notes and Messages Podcasts /Posters Questionnaires Reports /Songs Stories /Tables Videos /Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Ga	<b>Listening E8.1.L1. Students will be able to understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. Spoken Interaction E8.1.S1. Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. Spoken Production E8.1.SP1. Students will be able to structure a talk to make simple inquiries, give explanations and reasons. Reading E8.1.R1. Students will be able to understand short and simple texts about friendship. E8.1.R2. Students will be able to understand short and simple invitation letters, cards and e-mails. Writing E8.1.W1. Students will be able to write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation.</b>	Accepting and refusing / Apologizing / Giving explanations and reasons Would you like to come over tomorrow? -I'm sorry, but I can't come over because my cousin is coming tomorrow. -Sure, that sounds fun! Would you like some fruit juice? -Yes, I'd love some. -No, thanks. I'm full / stuffed. -Yeah, that would be great.How about going to the cinema this Saturday? -Sure, it sounds good / great / awesome. -Yeah, why not. -I'll text our friends to come over at 7 o'clock, then. Making simple inquiries Are you busy tomorrow evening? -No, not at all. Why? back up /best/close/true friend, -s buddy, -ies / cool count on /get on well with somebody / go for a walk /laid-back /mate, -s secret, -s share support / trust	İlköğretim Haftası (Eylül ayının 3. haftası)
4. hafta 30 Eylül-04 Ekim	4 saat	1- Friendship	Contexts Blogs / Diaries/Journal Entries E-mails /Illustrations Lists /News Notes and Messages Podcasts /Posters Questionnaires Reports /Songs Stories /Tables Videos /Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Ga	<b>Listening E8.1.L1. Students will be able to understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. Spoken Interaction E8.1.S1. Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. Spoken Production E8.1.SP1. Students will be able to structure a talk to make simple inquiries, give explanations and reasons. Reading E8.1.R1. Students will be able to understand short and simple texts about friendship. E8.1.R2. Students will be able to understand short and simple invitation letters, cards and e-mails. Writing E8.1.W1. Students will be able to write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation.</b>	Accepting and refusing / Apologizing / Giving explanations and reasons Would you like to come over tomorrow? -I'm sorry, but I can't come over because my cousin is coming tomorrow. -Sure, that sounds fun! Would you like some fruit juice? -Yes, I'd love some. -No, thanks. I'm full / stuffed. -Yeah, that would be great.How about going to the cinema this Saturday? -Sure, it sounds good / great / awesome. -Yeah, why not. -I'll text our friends to come over at 7 o'clock, then. Making simple inquiries Are you busy tomorrow evening? -No, not at all. Why? back up /best/close/true friend, -s buddy, -ies / cool count on /get on well with somebody / go for a walk /laid-back /mate, -s secret, -s share support / trust	

5. hafta 07-11 Ekim	4 saat	2- Teen Life	Contexts Blogs / Charts Diaries/Journal Entries E-mails /Illustrations Lists /News Notes and Messages Podcasts /Posters Questionnaires Reports / Songs Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... G	<b>Listening E8.2.L1. Students will be able to understand phrases and expressions about regular activities of teenagers. Spoken Interaction E8.2.SI1. Students will be able to talk about regular activities of teenagers. Spoken Production E8.2.SP1. Students will be able to express what they prefer, like and dislike. E8.2.SP2. Students will be able to give a simple description of daily activities in a simple way. Reading E8.2.R1. Students will be able to understand short and simple texts about regular activities of teenagers. Writing E8.2.W1. Students will be able to write a short and simple paragraph about regular activities of teenagers.</b>	Expressing likes and dislikes I love/like/enjoy going to concerts. I hate/dislike shopping with my parents. Expressing preferences I prefer hip-hop concerts, I think they're terrific. I prefer reading the news online. Stating personal opinions (Making simple inquiries) What do you do in the evenings? I usually do my homework, but I also listen to music. I love rap. And to be honest, I never listen to pop music; I can't stand it. I think it's unbearable. I rarely/seldom go to the theater. I am fond of / keen on camping. argue casual fashion, -s impressive relationship, -s ridiculous serious snob, -s teenager, -s terrific trendy unbearable types of music	
6. hafta 14-18 Ekim	4 saat	2- Teen Life	Contexts Blogs / Charts Diaries/Journal Entries E-mails /Illustrations Lists /News Notes and Messages Podcasts /Posters Questionnaires Reports / Songs Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... G	<b>Listening E8.2.L1. Students will be able to understand phrases and expressions about regular activities of teenagers. Spoken Interaction E8.2.SI1. Students will be able to talk about regular activities of teenagers. Spoken Production E8.2.SP1. Students will be able to express what they prefer, like and dislike. E8.2.SP2. Students will be able to give a simple description of daily activities in a simple way. Reading E8.2.R1. Students will be able to understand short and simple texts about regular activities of teenagers. Writing E8.2.W1. Students will be able to write a short and simple paragraph about regular activities of teenagers.</b>	Expressing likes and dislikes I love/like/enjoy going to concerts. I hate/dislike shopping with my parents. Expressing preferences I prefer hip-hop concerts, I think they're terrific. I prefer reading the news online. Stating personal opinions (Making simple inquiries) What do you do in the evenings? I usually do my homework, but I also listen to music. I love rap. And to be honest, I never listen to pop music; I can't stand it. I think it's unbearable. I rarely/seldom go to the theater. I am fond of / keen on camping. argue casual fashion, -s impressive relationship, -s ridiculous serious snob, -s teenager, -s terrific trendy unbearable types of music	
7. hafta 21-25 Ekim	4 saat	2- Teen Life	Contexts Blogs / Charts Diaries/Journal Entries E-mails /Illustrations Lists /News Notes and Messages Podcasts /Posters Questionnaires Reports / Songs Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... G	<b>Listening E8.2.L1. Students will be able to understand phrases and expressions about regular activities of teenagers. Spoken Interaction E8.2.SI1. Students will be able to talk about regular activities of teenagers. Spoken Production E8.2.SP1. Students will be able to express what they prefer, like and dislike. E8.2.SP2. Students will be able to give a simple description of daily activities in a simple way. Reading E8.2.R1. Students will be able to understand short and simple texts about regular activities of teenagers. Writing E8.2.W1. Students will be able to write a short and simple paragraph about regular activities of teenagers.</b>	Expressing likes and dislikes I love/like/enjoy going to concerts. I hate/dislike shopping with my parents. Expressing preferences I prefer hip-hop concerts, I think they're terrific. I prefer reading the news online. Stating personal opinions (Making simple inquiries) What do you do in the evenings? I usually do my homework, but I also listen to music. I love rap. And to be honest, I never listen to pop music; I can't stand it. I think it's unbearable. I rarely/seldom go to the theater. I am fond of / keen on camping. argue casual fashion, -s impressive relationship, -s ridiculous serious snob, -s teenager, -s terrific trendy unbearable types of music	
8. hafta 28 Ekim-01 Kasım	4 saat	2- Teen Life	Contexts Blogs / Charts Diaries/Journal Entries E-mails /Illustrations Lists /News Notes and Messages Podcasts /Posters Questionnaires Reports / Songs Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... G	<b>Listening E8.2.L1. Students will be able to understand phrases and expressions about regular activities of teenagers. Spoken Interaction E8.2.SI1. Students will be able to talk about regular activities of teenagers. Spoken Production E8.2.SP1. Students will be able to express what they prefer, like and dislike. E8.2.SP2. Students will be able to give a simple description of daily activities in a simple way. Reading E8.2.R1. Students will be able to understand short and simple texts about regular activities of teenagers. Writing E8.2.W1. Students will be able to write a short and simple paragraph about regular activities of teenagers.</b>	Expressing likes and dislikes I love/like/enjoy going to concerts. I hate/dislike shopping with my parents. Expressing preferences I prefer hip-hop concerts, I think they're terrific. I prefer reading the news online. Stating personal opinions (Making simple inquiries) What do you do in the evenings? I usually do my homework, but I also listen to music. I love rap. And to be honest, I never listen to pop music; I can't stand it. I think it's unbearable. I rarely/seldom go to the theater. I am fond of / keen on camping. argue casual fashion, -s impressive relationship, -s ridiculous serious snob, -s teenager, -s terrific trendy unbearable types of music	SINAV HAFTASI  29 Ekim Cumhuriyet Bayramı
9. hafta 04-08 Kasım	4 saat	3- In the Kitchen	Contexts Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / Menus Notes and Messages Podcasts / Posters Questionnaires Recipes / Songs Stories /Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Wh	<b>Listening E8.3.L1. Students will be able to get the gist of short, clear, simple descriptions of a process. Spoken Interaction E8.3.SI1. Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed. Spoken Production E8.3.SP1. Students will be able to give a simple description about a process. Reading E8.3.R1. Students will be able to understand the overall meaning of short texts about a process. E8.3.R2. Students will be able to guess the meaning of unknown words from the text. Writing E8.3.W1. Students will be able to write a series of simple phrases and sentences by using linkers to describe a process.</b>	Describing simple processes It's easy to make an omelette. Let me tell you how to make an omelette. First, put some oil into a pan and heat it. Second, mix two eggs in a bowl. Then add some salt. After that, add some cheese and milk. Finally, pour the mixture into the hot pan. Expressing preferences Do you prefer cooking pizza or pasta? -I love cooking and eating pizza. -I usually prefer cooking pasta. Making simple inquiries Do I use two or three eggs? What can/should I use to cook soup? bake / bitter boil / chop / flour / fry ingredients kitchen tools (knife, spoon, fork, pan, plate, oven ...) meal / mix / oil peel / pour salty /slice sour / spicy / tasty	Atatürk Haftası

11-15 Kasım				ARA TATİL		
10. hafta 18-22 Kasım	4 saat	3- In the Kitchen	Contexts Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / Menus Notes and Messages Podcasts / Posters Questionnaires Recipes / Songs Stories /Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Wh	<b>Listening E8.3.L1. Students will be able to get the gist of short, clear, simple descriptions of a process. Spoken Interaction E8.3.S11. Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed. Spoken Production E8.3.SP1. Students will be able to give a simple description about a process. Reading E8.3.R1. Students will be able to understand the overall meaning of short texts about a process. E8.3.R2. Students will be able to guess the meaning of unknown words from the text. Writing E8.3.W1. Students will be able to write a series of simple phrases and sentences by using linkers to describe a process.</b>	Describing simple processes It's easy to make an omelette. Let me tell you how to make an omelette. First, put some oil into a pan and heat it. Second, mix two eggs in a bowl. Then add some salt. After that, add some cheese and milk. Finally, pour the mixture into the hot pan. Expressing preferences Do you prefer cooking pizza or pasta? -I love cooking and eating pizza. -I usually prefer cooking pasta. Making simple inquiries Do I use two or three eggs? What can/should I use to cook soup? bake / bitter boil / chop / flour / fry ingredients kitchen tools (knife, spoon, fork, pan, plate, oven ...) meal / mix / oil peel / pour salty /slice sour / spicy / tasty	24 Kasım Öğretmenler Günü
11. hafta 25-29 Kasım	4 saat	3- In the Kitchen	Contexts Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / Menus Notes and Messages Podcasts / Posters Questionnaires Recipes / Songs Stories /Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Wh	<b>Listening E8.3.L1. Students will be able to get the gist of short, clear, simple descriptions of a process. Spoken Interaction E8.3.S11. Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed. Spoken Production E8.3.SP1. Students will be able to give a simple description about a process. Reading E8.3.R1. Students will be able to understand the overall meaning of short texts about a process. E8.3.R2. Students will be able to guess the meaning of unknown words from the text. Writing E8.3.W1. Students will be able to write a series of simple phrases and sentences by using linkers to describe a process.</b>	Describing simple processes It's easy to make an omelette. Let me tell you how to make an omelette. First, put some oil into a pan and heat it. Second, mix two eggs in a bowl. Then add some salt. After that, add some cheese and milk. Finally, pour the mixture into the hot pan. Expressing preferences Do you prefer cooking pizza or pasta? -I love cooking and eating pizza. -I usually prefer cooking pasta. Making simple inquiries Do I use two or three eggs? What can/should I use to cook soup? bake / bitter boil / chop / flour / fry ingredients kitchen tools (knife, spoon, fork, pan, plate, oven ...) meal / mix / oil peel / pour salty /slice sour / spicy / tasty	
12. hafta 02-06 Aralık	4 saat	4- On the Phone	Contexts Blogs / E-mails Illustrations / Lists Notes and Messages Podcasts / Posters Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games / Guessing Information/Opinion Gap Information Transf	<b>Listening E8.4.L1. Students will be able to understand phrases and related vocabulary items. E8.4.L2. Students will be able to follow a phone conversation. Spoken Interaction E8.4.S11. Students will be able to make a simple phone call asking and responding to questions. Spoken Production E8.4.SP1. Students will be able to express their decisions taken at the moment of conversation. Reading E8.4.R1. Students will be able to understand short and simple texts with related vocabulary. Writing E8.4.W1. Students will be able to write short and simple conversations</b>	Following phone conversations Hello! This is ... calling, is ... in? May I speak to ...? Is ... there? Hang on a minute; I'll get him/ her. Can you hold on a moment, please? I'm afraid he is not available at the moment. He has gone out. Would you like to leave a message? Stating decisions taken at the time of speaking I'll talk to you soon. I'll see you at the café tomorrow, then. We'll meet next Saturday, then. I'm sorry to hear that. We'll meet up later, then. I'll get back to you in an hour. [The phone rings] I will take that. available connect contact dial engaged extension get/keep in touch get back hang on/up hold line memo, -s pick up polite put someone through	
13. hafta 09-13 Aralık	4 saat	4- On the Phone	Contexts Blogs / E-mails Illustrations / Lists Notes and Messages Podcasts / Posters Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games / Guessing Information/Opinion Gap Information Transf	<b>Listening E8.4.L1. Students will be able to understand phrases and related vocabulary items. E8.4.L2. Students will be able to follow a phone conversation. Spoken Interaction E8.4.S11. Students will be able to make a simple phone call asking and responding to questions. Spoken Production E8.4.SP1. Students will be able to express their decisions taken at the moment of conversation. Reading E8.4.R1. Students will be able to understand short and simple texts with related vocabulary. Writing E8.4.W1. Students will be able to write short and simple conversations</b>	Following phone conversations Hello! This is ... calling, is ... in? May I speak to ...? Is ... there? Hang on a minute; I'll get him/ her. Can you hold on a moment, please? I'm afraid he is not available at the moment. He has gone out. Would you like to leave a message? Stating decisions taken at the time of speaking I'll talk to you soon. I'll see you at the café tomorrow, then. We'll meet next Saturday, then. I'm sorry to hear that. We'll meet up later, then. I'll get back to you in an hour. [The phone rings] I will take that. available connect contact dial engaged extension get/keep in touch get back hang on/up hold line memo, -s pick up polite put someone through	

14. hafta 16-20 Aralık	4 saat	4- On the Phone	Contexts Blogs / E-mails Illustrations / Lists Notes and Messages Podcasts / Posters Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games / Guessing Information/Opinion Gap Information Transf	<b>Listening E8.4.L1. Students will be able to understand phrases and related vocabulary items. E8.4.L2. Students will be able to follow a phone conversation. Spoken Interaction E8.4.S11. Students will be able to make a simple phone call asking and responding to questions. Spoken Production E8.4.SP1. Students will be able to express their decisions taken at the moment of conversation. Reading E8.4.R1. Students will be able to understand short and simple texts with related vocabulary. Writing E8.4.W1. Students will be able to write short and simple conversations</b>	Following phone conversations Hello! This is ... calling, is ... in? May I speak to ...? Is ... there? Hang on a minute; I'll get him/ her. Can you hold on a moment, please? I'm afraid he is not available at the moment. He has gone out. Would you like to leave a message? Stating decisions taken at the time of speaking I'll talk to you soon. I'll see you at the café tomorrow, then. We'll meet next Saturday, then. I'm sorry to hear that. We'll meet up later, then. I'll get back to you in an hour. [The phone rings] I will take that. available connect contact dial engaged extension get/keep in touch get back hang on/up hold line memo, -s pick up polite put someone through	Tutum, Yatırım ve Türk Malları Haftası (12-18 Aralık)
15. hafta 23-27 Aralık	4 saat	4- On the Phone	Contexts Blogs / E-mails Illustrations / Lists Notes and Messages Podcasts / Posters Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games / Guessing Information/Opinion Gap Information Transf	<b>Listening E8.4.L1. Students will be able to understand phrases and related vocabulary items. E8.4.L2. Students will be able to follow a phone conversation. Spoken Interaction E8.4.S11. Students will be able to make a simple phone call asking and responding to questions. Spoken Production E8.4.SP1. Students will be able to express their decisions taken at the moment of conversation. Reading E8.4.R1. Students will be able to understand short and simple texts with related vocabulary. Writing E8.4.W1. Students will be able to write short and simple conversations</b>	Following phone conversations Hello! This is ... calling, is ... in? May I speak to ...? Is ... there? Hang on a minute; I'll get him/ her. Can you hold on a moment, please? I'm afraid he is not available at the moment. He has gone out. Would you like to leave a message? Stating decisions taken at the time of speaking I'll talk to you soon. I'll see you at the café tomorrow, then. We'll meet next Saturday, then. I'm sorry to hear that. We'll meet up later, then. I'll get back to you in an hour. [The phone rings] I will take that. available connect contact dial engaged extension get/keep in touch get back hang on/up hold line memo, -s pick up polite put someone through	
16. hafta 30 Aralık-03 Ocak	4 saat	5- The Internet	Contexts Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / News Reports / Notes and Messages Podcasts / Posters Questionnaires Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Wh	<b>Listening E8.5.L1. Students will be able to understand the gist of oral texts. E8.5.L2. Students will be able to comprehend phrases and related vocabulary items. Spoken Interaction E8.5.S11. Students will be able to talk about their Internet habits. E8.5.S12. Students will be able to exchange information about the Internet. Spoken Production E8.5.SP1. Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. Reading E8.5.R1. Students will be able to identify main ideas in short and simple texts about internet habits. E8.5.R2. Students will be able to find specific information about the Internet in various texts. Writing E8.5.W1. Students will be able to write a basic paragraph to describe their internet habits.</b>	Accepting and refusing / Making excuses Would you like to join our WhatsApp group? -Yes, sure/That sounds great. -No, thanks. I am really busy. Why don't we chat online at two o'clock? I want to tell you something important. -I'm sorry, but I can't. My internet is broken. What do you mean? Do you mean the Internet connection? -Yes. It isn't working properly. account, -s attachment, -s browse browser, -s comment, -s confirm connection, -s delete download/upload log on/in/off register reply screen, -s search engine, -s sign in/up social networking site, -s website	SINAV HAFTASI
17. hafta 06-10 Ocak	4 saat	5- The Internet	Contexts Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / News Reports / Notes and Messages Podcasts / Posters Questionnaires Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Wh	<b>Listening E8.5.L1. Students will be able to understand the gist of oral texts. E8.5.L2. Students will be able to comprehend phrases and related vocabulary items. Spoken Interaction E8.5.S11. Students will be able to talk about their Internet habits. E8.5.S12. Students will be able to exchange information about the Internet. Spoken Production E8.5.SP1. Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. Reading E8.5.R1. Students will be able to identify main ideas in short and simple texts about internet habits. E8.5.R2. Students will be able to find specific information about the Internet in various texts. Writing E8.5.W1. Students will be able to write a basic paragraph to describe their internet habits.</b>	Accepting and refusing / Making excuses Would you like to join our WhatsApp group? -Yes, sure/That sounds great. -No, thanks. I am really busy. Why don't we chat online at two o'clock? I want to tell you something important. -I'm sorry, but I can't. My internet is broken. What do you mean? Do you mean the Internet connection? -Yes. It isn't working properly. account, -s attachment, -s browse browser, -s comment, -s confirm connection, -s delete download/upload log on/in/off register reply screen, -s search engine, -s sign in/up social networking site, -s website	
18. hafta 13-17 Ocak	4 saat	5- The Internet	Contexts Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / News Reports / Notes and Messages Podcasts / Posters Questionnaires Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Wh	<b>Listening E8.5.L1. Students will be able to understand the gist of oral texts. E8.5.L2. Students will be able to comprehend phrases and related vocabulary items. Spoken Interaction E8.5.S11. Students will be able to talk about their Internet habits. E8.5.S12. Students will be able to exchange information about the Internet. Spoken Production E8.5.SP1. Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. Reading E8.5.R1. Students will be able to identify main ideas in short and simple texts about internet habits. E8.5.R2. Students will be able to find specific information about the Internet in various texts. Writing E8.5.W1. Students will be able to write a basic paragraph to describe their internet habits.</b>	Accepting and refusing / Making excuses Would you like to join our WhatsApp group? -Yes, sure/That sounds great. -No, thanks. I am really busy. Why don't we chat online at two o'clock? I want to tell you something important. -I'm sorry, but I can't. My internet is broken. What do you mean? Do you mean the Internet connection? -Yes. It isn't working properly. account, -s attachment, -s browse browser, -s comment, -s confirm connection, -s delete download/upload log on/in/off register reply screen, -s search engine, -s sign in/up social networking site, -s website	

20 Ocak-24 Ocak				YARIYIL TATİLİ		
27-31 Ocak				YARIYIL TATİLİ		
19. hafta 09-07 Şubat	4 saat	6- Adventures	Contexts Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / Maps News / Notes and Messages Podcasts / Posters Questionnaires Reports Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someo	<b>Listening E8.6.L1. Students will be able to follow a discussion on adventures. E8.6.L2. Students will be able to understand the main points of simple messages. Spoken Interaction E8.6.S11. Students will be able to interact with reasonable ease in short conversations. E8.6.S12. Students will be able to talk about comparisons, preferences and their reasons. Spoken Production E8.6.SP1. Students will be able to make comparisons about sports and games by using simple descriptive language. Reading E8.6.R1. Students will be able to understand short and simple texts to find the main points about adventures. Writing E8.6.W1. Students will be able to write a short and simple paragraph comparing two objects.</b>	Expressing preferences / Giving explanations and reasons What do you prefer doing on summer holidays? -I would rather go rafting than canoeing because it is easier. -I prefer rafting to kayaking because it is more entertaining. Making comparisons I think bungee-jumping is more/less dangerous and challenging than canoeing. I think extreme sports are more exciting than indoor sports. amusing bungee-jumping canoeing caving challenging disappointing entertaining exciting extreme sports fascinating hang-gliding kayaking motor-racing paragliding rafting skateboarding take risks	
20. hafta 10-14 Şubat	4 saat	6- Adventures	Contexts Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / Maps News / Notes and Messages Podcasts / Posters Questionnaires Reports Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someo	<b>Listening E8.6.L1. Students will be able to follow a discussion on adventures. E8.6.L2. Students will be able to understand the main points of simple messages. Spoken Interaction E8.6.S11. Students will be able to interact with reasonable ease in short conversations. E8.6.S12. Students will be able to talk about comparisons, preferences and their reasons. Spoken Production E8.6.SP1. Students will be able to make comparisons about sports and games by using simple descriptive language. Reading E8.6.R1. Students will be able to understand short and simple texts to find the main points about adventures. Writing E8.6.W1. Students will be able to write a short and simple paragraph comparing two objects.</b>	Expressing preferences / Giving explanations and reasons What do you prefer doing on summer holidays? -I would rather go rafting than canoeing because it is easier. -I prefer rafting to kayaking because it is more entertaining. Making comparisons I think bungee-jumping is more/less dangerous and challenging than canoeing. I think extreme sports are more exciting than indoor sports. amusing bungee-jumping canoeing caving challenging disappointing entertaining exciting extreme sports fascinating hang-gliding kayaking motor-racing paragliding rafting skateboarding take risks	
21. hafta 17-21 Şubat	4 saat	6- Adventures	Contexts Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / Maps News / Notes and Messages Podcasts / Posters Questionnaires Reports Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someo	<b>Listening E8.6.L1. Students will be able to follow a discussion on adventures. E8.6.L2. Students will be able to understand the main points of simple messages. Spoken Interaction E8.6.S11. Students will be able to interact with reasonable ease in short conversations. E8.6.S12. Students will be able to talk about comparisons, preferences and their reasons. Spoken Production E8.6.SP1. Students will be able to make comparisons about sports and games by using simple descriptive language. Reading E8.6.R1. Students will be able to understand short and simple texts to find the main points about adventures. Writing E8.6.W1. Students will be able to write a short and simple paragraph comparing two objects.</b>	Expressing preferences / Giving explanations and reasons What do you prefer doing on summer holidays? -I would rather go rafting than canoeing because it is easier. -I prefer rafting to kayaking because it is more entertaining. Making comparisons I think bungee-jumping is more/less dangerous and challenging than canoeing. I think extreme sports are more exciting than indoor sports. amusing bungee-jumping canoeing caving challenging disappointing entertaining exciting extreme sports fascinating hang-gliding kayaking motor-racing paragliding rafting skateboarding take risks	
22. hafta 24-28 Şubat	4 saat	6- Adventures	Contexts Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / Maps News / Notes and Messages Podcasts / Posters Questionnaires Reports Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someo	<b>Listening E8.6.L1. Students will be able to follow a discussion on adventures. E8.6.L2. Students will be able to understand the main points of simple messages. Spoken Interaction E8.6.S11. Students will be able to interact with reasonable ease in short conversations. E8.6.S12. Students will be able to talk about comparisons, preferences and their reasons. Spoken Production E8.6.SP1. Students will be able to make comparisons about sports and games by using simple descriptive language. Reading E8.6.R1. Students will be able to understand short and simple texts to find the main points about adventures. Writing E8.6.W1. Students will be able to write a short and simple paragraph comparing two objects.</b>	Expressing preferences / Giving explanations and reasons What do you prefer doing on summer holidays? -I would rather go rafting than canoeing because it is easier. -I prefer rafting to kayaking because it is more entertaining. Making comparisons I think bungee-jumping is more/less dangerous and challenging than canoeing. I think extreme sports are more exciting than indoor sports. amusing bungee-jumping canoeing caving challenging disappointing entertaining exciting extreme sports fascinating hang-gliding kayaking motor-racing paragliding rafting skateboarding take risks	Yeşilay Haftası (1 Mart gününü içine alan hafta)



23. hafta 03-07 Mart	4 saat	7- Tourism	Contexts Advertisements Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Maps / Lists News / Reports Notes and Messages Podcasts / Posters Questionnaires Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantom	<b>Listening E8.7.L1. Students will be able to understand and extract the specific information from short and simple oral texts. Spoken Interaction E8.7.SI1. Students will be able to exchange information about tourism. E8.7.SI2. Students will be able to talk about their favorite tourist attractions by giving details. Spoken Production E8.7.SP1. Students will be able to express their preferences for particular tourist attractions and give reasons. E8.7.SP2. Students will be able to make simple comparisons between different tourist attractions. E8.7.SP3. Students will be able to express their experiences about places. Reading E8.7.R1. Students will be able to find specific information from various texts about tourism. Writing E8.7.W1. Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s).</b>	Describing places What do you think about Rome? Did you enjoy your trip? -It was incredible. It's truly an ancient city, and the weather was just perfect. It is in fact usually warm and sunny in Rome. Expressing preferences Which one do you prefer? Historic sites or the seaside? -I'd rather visit historic sites because they are usually more interesting. Giving explanations/reasons —I think/guess/believe/suppose it is exciting. —In my opinion/to me, it is lovely. —In my opinion/to me, it sounds/looks fascinating. Making comparisons -In my opinion/to me, historical architecture is more beautiful than modern architecture. —I think/guess/believe/suppose all-inclusive hotels are more attractive than bed and breakfasts. Talking about experiences Have you ever been to ...? -Yes, I have. / -No, I have not. -I have been to Side before. -I have never been to Mardin. all-inclusive / ancient / architecture attraction, -s / bed and breakfast countryside / culture/cultural destination fascinating / historic site, -s inc	
24. hafta 10-14 Mart	4 saat	7- Tourism	Contexts Advertisements Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Maps / Lists News / Reports Notes and Messages Podcasts / Posters Questionnaires Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantom	<b>Listening E8.7.L1. Students will be able to understand and extract the specific information from short and simple oral texts. Spoken Interaction E8.7.SI1. Students will be able to exchange information about tourism. E8.7.SI2. Students will be able to talk about their favorite tourist attractions by giving details. Spoken Production E8.7.SP1. Students will be able to express their preferences for particular tourist attractions and give reasons. E8.7.SP2. Students will be able to make simple comparisons between different tourist attractions. E8.7.SP3. Students will be able to express their experiences about places. Reading E8.7.R1. Students will be able to find specific information from various texts about tourism. Writing E8.7.W1. Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s).</b>	Describing places What do you think about Rome? Did you enjoy your trip? -It was incredible. It's truly an ancient city, and the weather was just perfect. It is in fact usually warm and sunny in Rome. Expressing preferences Which one do you prefer? Historic sites or the seaside? -I'd rather visit historic sites because they are usually more interesting. Giving explanations/reasons —I think/guess/believe/suppose it is exciting. —In my opinion/to me, it is lovely. —In my opinion/to me, it sounds/looks fascinating. Making comparisons -In my opinion/to me, historical architecture is more beautiful than modern architecture. —I think/guess/believe/suppose all-inclusive hotels are more attractive than bed and breakfasts. Talking about experiences Have you ever been to ...? -Yes, I have. / -No, I have not. -I have been to Side before. -I have never been to Mardin. all-inclusive / ancient / architecture attraction, -s / bed and breakfast countryside / culture/cultural destination fascinating / historic site, -s inc	İstiklâl Marşı'nın Kabulü ve Mehmet Akif Ersoy' u Anma Günü (12 Mart)
25. hafta 17-21 Mart	4 saat	7- Tourism	Contexts Advertisements Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Maps / Lists News / Reports Notes and Messages Podcasts / Posters Questionnaires Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantom	<b>Listening E8.7.L1. Students will be able to understand and extract the specific information from short and simple oral texts. Spoken Interaction E8.7.SI1. Students will be able to exchange information about tourism. E8.7.SI2. Students will be able to talk about their favorite tourist attractions by giving details. Spoken Production E8.7.SP1. Students will be able to express their preferences for particular tourist attractions and give reasons. E8.7.SP2. Students will be able to make simple comparisons between different tourist attractions. E8.7.SP3. Students will be able to express their experiences about places. Reading E8.7.R1. Students will be able to find specific information from various texts about tourism. Writing E8.7.W1. Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s).</b>	Describing places What do you think about Rome? Did you enjoy your trip? -It was incredible. It's truly an ancient city, and the weather was just perfect. It is in fact usually warm and sunny in Rome. Expressing preferences Which one do you prefer? Historic sites or the seaside? -I'd rather visit historic sites because they are usually more interesting. Giving explanations/reasons —I think/guess/believe/suppose it is exciting. —In my opinion/to me, it is lovely. —In my opinion/to me, it sounds/looks fascinating. Making comparisons -In my opinion/to me, historical architecture is more beautiful than modern architecture. —I think/guess/believe/suppose all-inclusive hotels are more attractive than bed and breakfasts. Talking about experiences Have you ever been to ...? -Yes, I have. / -No, I have not. -I have been to Side before. -I have never been to Mardin. all-inclusive / ancient / architecture attraction, -s / bed and breakfast countryside / culture/cultural destination fascinating / historic site, -s inc	<b>SINAV HAFTASI</b>  Şehitler Günü 18 Mart
26. hafta 24 Mart-28 Mart	4 saat	7- Tourism	Contexts Advertisements Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Maps / Lists News / Reports Notes and Messages Podcasts / Posters Questionnaires Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantom	<b>Listening E8.7.L1. Students will be able to understand and extract the specific information from short and simple oral texts. Spoken Interaction E8.7.SI1. Students will be able to exchange information about tourism. E8.7.SI2. Students will be able to talk about their favorite tourist attractions by giving details. Spoken Production E8.7.SP1. Students will be able to express their preferences for particular tourist attractions and give reasons. E8.7.SP2. Students will be able to make simple comparisons between different tourist attractions. E8.7.SP3. Students will be able to express their experiences about places. Reading E8.7.R1. Students will be able to find specific information from various texts about tourism. Writing E8.7.W1. Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s).</b>	Describing places What do you think about Rome? Did you enjoy your trip? -It was incredible. It's truly an ancient city, and the weather was just perfect. It is in fact usually warm and sunny in Rome. Expressing preferences Which one do you prefer? Historic sites or the seaside? -I'd rather visit historic sites because they are usually more interesting. Giving explanations/reasons —I think/guess/believe/suppose it is exciting. —In my opinion/to me, it is lovely. —In my opinion/to me, it sounds/looks fascinating. Making comparisons -In my opinion/to me, historical architecture is more beautiful than modern architecture. —I think/guess/believe/suppose all-inclusive hotels are more attractive than bed and breakfasts. Talking about experiences Have you ever been to ...? -Yes, I have. / -No, I have not. -I have been to Side before. -I have never been to Mardin. all-inclusive / ancient / architecture attraction, -s / bed and breakfast countryside / culture/cultural destination fascinating / historic site, -s inc	
31 Mart-04 Nisan				<b>ARA TATİL</b>		

27. hafta 07-11 Nisan	4 saat	8- Chores	Contexts Advertisements Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists Notes and Messages Podcasts / Posters Questionnaires Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who	Listening E8.8.L1. Students will be able to identify the main points of a short talk describing the responsibilities of people. E8.8.L2. Students will be able to understand obligations, likes and dislikes in various oral texts. E8.8.L3. Students will be able to follow topic change during factual, short talks. Spoken Interaction E8.8.SI1. Students will be able to interact during simple, routine tasks requiring a direct exchange of information. E8.8.SI2. Students will be able to talk about responsibilities. Spoken Production E8.8.SP1. Students will be able to express their obligations, likes and dislikes in simple terms. Reading E8.8.R1. Students will be able to understand various short and simple texts about responsibilities. Writing E8.8.W1. Students will be able to write short and simple poems/stories about their feelings and responsibilities.	Expressing likes and dislikes I like it when my parents give me some pocket money. I don't like it when my mom asks too many questions. Expressing obligation Do you have to help your parents in housework? -Well, I must help my parents to set the table. -I must help my brother to do his homework. We must respect the elderly/ people/ each other. My brother has to respect my rights. Expressing responsibilities I'm responsible for cooking dinner. S/he is in charge of taking out the garbage. Don't you think it is necessary to tidy up your room? It is time to do the laundry. arrive on time / clean up do the laundry / doing chores iron / keep quiet keep/break promises load/empty the dishwasher make the bed / obey the rules return books / set the table take out the garbage/trash tidy up / to-do list wash/dry the dishes	
28. hafta 14-18 Nisan	4 saat	8- Chores	Contexts Advertisements Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists Notes and Messages Podcasts / Posters Questionnaires Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who	Listening E8.8.L1. Students will be able to identify the main points of a short talk describing the responsibilities of people. E8.8.L2. Students will be able to understand obligations, likes and dislikes in various oral texts. E8.8.L3. Students will be able to follow topic change during factual, short talks. Spoken Interaction E8.8.SI1. Students will be able to interact during simple, routine tasks requiring a direct exchange of information. E8.8.SI2. Students will be able to talk about responsibilities. Spoken Production E8.8.SP1. Students will be able to express their obligations, likes and dislikes in simple terms. Reading E8.8.R1. Students will be able to understand various short and simple texts about responsibilities. Writing E8.8.W1. Students will be able to write short and simple poems/stories about their feelings and responsibilities.	Expressing likes and dislikes I like it when my parents give me some pocket money. I don't like it when my mom asks too many questions. Expressing obligation Do you have to help your parents in housework? -Well, I must help my parents to set the table. -I must help my brother to do his homework. We must respect the elderly/ people/ each other. My brother has to respect my rights. Expressing responsibilities I'm responsible for cooking dinner. S/he is in charge of taking out the garbage. Don't you think it is necessary to tidy up your room? It is time to do the laundry. arrive on time / clean up do the laundry / doing chores iron / keep quiet keep/break promises load/empty the dishwasher make the bed / obey the rules return books / set the table take out the garbage/trash tidy up / to-do list wash/dry the dishes	
29. hafta 21-25 Nisan	4 saat	8- Chores	Contexts Advertisements Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists Notes and Messages Podcasts / Posters Questionnaires Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who	Listening E8.8.L1. Students will be able to identify the main points of a short talk describing the responsibilities of people. E8.8.L2. Students will be able to understand obligations, likes and dislikes in various oral texts. E8.8.L3. Students will be able to follow topic change during factual, short talks. Spoken Interaction E8.8.SI1. Students will be able to interact during simple, routine tasks requiring a direct exchange of information. E8.8.SI2. Students will be able to talk about responsibilities. Spoken Production E8.8.SP1. Students will be able to express their obligations, likes and dislikes in simple terms. Reading E8.8.R1. Students will be able to understand various short and simple texts about responsibilities. Writing E8.8.W1. Students will be able to write short and simple poems/stories about their feelings and responsibilities.	Expressing likes and dislikes I like it when my parents give me some pocket money. I don't like it when my mom asks too many questions. Expressing obligation Do you have to help your parents in housework? -Well, I must help my parents to set the table. -I must help my brother to do his homework. We must respect the elderly/ people/ each other. My brother has to respect my rights. Expressing responsibilities I'm responsible for cooking dinner. S/he is in charge of taking out the garbage. Don't you think it is necessary to tidy up your room? It is time to do the laundry. arrive on time / clean up do the laundry / doing chores iron / keep quiet keep/break promises load/empty the dishwasher make the bed / obey the rules return books / set the table take out the garbage/trash tidy up / to-do list wash/dry the dishes	23 Nisan Ulusal Egemenlik ve Çocuk Bayramı
30. hafta 28 Nisan -02 Mayıs	4 saat	8- Chores	Contexts Advertisements Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists Notes and Messages Podcasts / Posters Questionnaires Songs / Stories Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who	Listening E8.8.L1. Students will be able to identify the main points of a short talk describing the responsibilities of people. E8.8.L2. Students will be able to understand obligations, likes and dislikes in various oral texts. E8.8.L3. Students will be able to follow topic change during factual, short talks. Spoken Interaction E8.8.SI1. Students will be able to interact during simple, routine tasks requiring a direct exchange of information. E8.8.SI2. Students will be able to talk about responsibilities. Spoken Production E8.8.SP1. Students will be able to express their obligations, likes and dislikes in simple terms. Reading E8.8.R1. Students will be able to understand various short and simple texts about responsibilities. Writing E8.8.W1. Students will be able to write short and simple poems/stories about their feelings and responsibilities.	Expressing likes and dislikes I like it when my parents give me some pocket money. I don't like it when my mom asks too many questions. Expressing obligation Do you have to help your parents in housework? -Well, I must help my parents to set the table. -I must help my brother to do his homework. We must respect the elderly/ people/ each other. My brother has to respect my rights. Expressing responsibilities I'm responsible for cooking dinner. S/he is in charge of taking out the garbage. Don't you think it is necessary to tidy up your room? It is time to do the laundry. arrive on time / clean up do the laundry / doing chores iron / keep quiet keep/break promises load/empty the dishwasher make the bed / obey the rules return books / set the table take out the garbage/trash tidy up / to-do list wash/dry the dishes	
31. hafta 05 -09 Mayıs	4 saat	9- Science	Contexts Advertisements / Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / Maps / News Notes and Messages Podcasts / Posters Questionnaires Reports / Songs Stories / Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pa	Listening E8.9.L1. Students will be able to recognize main ideas and key information in short oral texts about science. Spoken Interaction E8.9.SI1. Students will be able to talk about actions happening currently and in the past. E8.9.SI2. Students will be able to involve in simple discussions about scientific achievements. Spoken Production E8.9.SP1. Students will be able to describe actions happening currently. E8.9.SP2. Students will be able to present information about scientific achievements in a simple way. Reading E8.9.R1. Students will be able to understand short and simple texts about actions happening currently and in the past. E8.9.R2. Students will be able to identify main ideas and supporting details in short texts about science. Writing E8.9.W1. Students will be able to write simple descriptions of scientific achievements in a short paragraph.	Describing the actions happening currently My brother and his friends are preparing a science project nowadays. They are doing some research in the library. What kind of books are you reading in these days/currently? -I am reading a science fiction novel. -Currently, I am reading a book about space travel. Talking about past events Scientific achievements of the past century changed the world. For example, Archimedes invented the water screw. Researchers found some new fossils, and now they are working on them in the labs. Newton discovered the gravity of the matter and now scientists are exploring the solar gravity. cell, -s / cure, -s / discover do an experiment explode / explore find out / genius, -es high-tech invent / lab, -s process, -es result, -s / safety / scientific / search succeed / test tube, -s vaccination, -s	

32. hafta 12-16 Mayıs	4 saat	9- Science	Contexts Advertisements / Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / Maps / News Notes and Messages Podcasts / Posters Questionnaires Reports / Songs Stories / Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pa	<b>Listening E8.9.L1. Students will be able to recognize main ideas and key information in short oral texts about science. Spoken Interaction E8.9.SI1. Students will be able to talk about actions happening currently and in the past. E8.9.SI2. Students will be able to involve in simple discussions about scientific achievements. Spoken Production E8.9.SP1. Students will be able to describe actions happening currently. E8.9.SP2. Students will be able to present information about scientific achievements in a simple way. Reading E8.9.R1. Students will be able to understand short and simple texts about actions happening currently and in the past. E8.9.R2. Students will be able to identify main ideas and supporting details in short texts about science. Writing E8.9.W1. Students will be able to write simple descriptions of scientific achievements in a short paragraph.</b>	Describing the actions happening currently My brother and his friends are preparing a science project nowadays. They are doing some research in the library. What kind of books are you reading in these days/currently? -I am reading a science fiction novel. -Currently, I am reading a book about space travel. Talking about past events Scientific achievements of the past century changed the world. For example, Archimedes invented the water screw. Researchers found some new fossils, and now they are working on them in the labs. Newton discovered the gravity of the matter and now scientists are exploring the solar gravity. cell, -s / cure, -s / discover do an experiment explode / explore find out / genius, -es high-tech invent / lab, -s process, -es result, -s / safety / scientific / search succeed / test tube, -s vaccination, -s	
33. hafta 19-23 Mayıs	4 saat	9- Science	Contexts Advertisements / Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / Maps / News Notes and Messages Podcasts / Posters Questionnaires Reports / Songs Stories / Videos / Websites Tasks/Activities Drama (Role Play, Simulation, Pa	<b>Listening E8.9.L1. Students will be able to recognize main ideas and key information in short oral texts about science. Spoken Interaction E8.9.SI1. Students will be able to talk about actions happening currently and in the past. E8.9.SI2. Students will be able to involve in simple discussions about scientific achievements. Spoken Production E8.9.SP1. Students will be able to describe actions happening currently. E8.9.SP2. Students will be able to present information about scientific achievements in a simple way. Reading E8.9.R1. Students will be able to understand short and simple texts about actions happening currently and in the past. E8.9.R2. Students will be able to identify main ideas and supporting details in short texts about science. Writing E8.9.W1. Students will be able to write simple descriptions of scientific achievements in a short paragraph.</b>	Describing the actions happening currently My brother and his friends are preparing a science project nowadays. They are doing some research in the library. What kind of books are you reading in these days/currently? -I am reading a science fiction novel. -Currently, I am reading a book about space travel. Talking about past events Scientific achievements of the past century changed the world. For example, Archimedes invented the water screw. Researchers found some new fossils, and now they are working on them in the labs. Newton discovered the gravity of the matter and now scientists are exploring the solar gravity. cell, -s / cure, -s / discover do an experiment explode / explore find out / genius, -es high-tech invent / lab, -s process, -es result, -s / safety / scientific / search succeed / test tube, -s vaccination, -s	19 Mayıs Atatürk'ü Anma Gençlik ve Spor Bayramı
34. hafta 26 Mayıs-30 Mayıs	4 saat	10- Nature	Contexts Advertisements Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / Maps / News Notes and Messages Podcasts / Posters Questionnaires Reports / Songs Stories / Videos Weather Reports / Websites Tasks/Activities Drama (Role Play, S	<b>Listening E8.10.L1. Students will be able to identify the main points of TV news about natural forces and disasters. Spoken Interaction E8.10.SI1. Students will be able to talk about predictions concerning future of the Earth. E8.10.SI2. Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters. Spoken Production E8.10.SP1. Students will be able to express predictions concerning future of the Earth. E8.10.SP2. Students will be able to give reasons and results to support their predictions about natural forces and disasters. Reading E8.10.R1. Students will be able to identify specific information in simple texts about natural forces and disasters. Writing E8.10.W1. Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters.</b>	Making predictions about the future (Giving reasons and results) —I think we will have water shortage in the future because we waste too much water. So we should/must stop wasting water sources. —I think there will be serious droughts. So schools should educate students to use less water. Do you think there will be a water shortage? —Yes. There won't be enough water. —No. There will be a lot of rain in the future. avalanche, -s / disaster, -s drought, -s / earthquake, -s erosion / flood, -s global warming hurricane, -s / land slide, -s / melt suffer / survivor, -s tornado, -es / tsunami, s volcano, -es	İstanbul'un Fethi 29 Mayıs
35. hafta 02-06 Haziran	4 saat	10- Nature	Contexts Advertisements Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / Maps / News Notes and Messages Podcasts / Posters Questionnaires Reports / Songs Stories / Videos Weather Reports / Websites Tasks/Activities Drama (Role Play, S	<b>Listening E8.10.L1. Students will be able to identify the main points of TV news about natural forces and disasters. Spoken Interaction E8.10.SI1. Students will be able to talk about predictions concerning future of the Earth. E8.10.SI2. Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters. Spoken Production E8.10.SP1. Students will be able to express predictions concerning future of the Earth. E8.10.SP2. Students will be able to give reasons and results to support their predictions about natural forces and disasters. Reading E8.10.R1. Students will be able to identify specific information in simple texts about natural forces and disasters. Writing E8.10.W1. Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters.</b>	Making predictions about the future (Giving reasons and results) —I think we will have water shortage in the future because we waste too much water. So we should/must stop wasting water sources. —I think there will be serious droughts. So schools should educate students to use less water. Do you think there will be a water shortage? —Yes. There won't be enough water. —No. There will be a lot of rain in the future. avalanche, -s / disaster, -s drought, -s / earthquake, -s erosion / flood, -s global warming hurricane, -s / land slide, -s / melt suffer / survivor, -s tornado, -es / tsunami, s volcano, -es	SINAV HAFTASI
36. hafta 09-13 Haziran	4 saat	10- Nature	Contexts Advertisements Blogs / Charts Diaries/Journal Entries E-mails / Illustrations Lists / Maps / News Notes and Messages Podcasts / Posters Questionnaires Reports / Songs Stories / Videos Weather Reports / Websites Tasks/Activities Drama (Role Play, S	<b>Listening E8.10.L1. Students will be able to identify the main points of TV news about natural forces and disasters. Spoken Interaction E8.10.SI1. Students will be able to talk about predictions concerning future of the Earth. E8.10.SI2. Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters. Spoken Production E8.10.SP1. Students will be able to express predictions concerning future of the Earth. E8.10.SP2. Students will be able to give reasons and results to support their predictions about natural forces and disasters. Reading E8.10.R1. Students will be able to identify specific information in simple texts about natural forces and disasters. Writing E8.10.W1. Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters.</b>	Making predictions about the future (Giving reasons and results) —I think we will have water shortage in the future because we waste too much water. So we should/must stop wasting water sources. —I think there will be serious droughts. So schools should educate students to use less water. Do you think there will be a water shortage? —Yes. There won't be enough water. —No. There will be a lot of rain in the future. avalanche, -s / disaster, -s drought, -s / earthquake, -s erosion / flood, -s global warming hurricane, -s / land slide, -s / melt suffer / survivor, -s tornado, -es / tsunami, s volcano, -es	



37. Hafta 16-20 Haziran	4 saat			<b>SOSYAL AKTİVİTELER</b>		
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UYGUNDUR  
04/09/2024  
FATİH KILIÇ  
OKUL MÜDÜRÜ