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| **ANTALYA İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ**  **ÖRNEKTİR**  **2015-2016 EĞİTİM-ÖĞRETİM YILI ………………………..ORTAOKULU**  **6. SINIFLAR İNGİLİZCE DERSİ UNITLENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | | |
| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **SEPTEMBER** | **28.09.2015**  **02-10.2015** | **3** | **UNIT 1**  ***After***  ***School*** | **Describing what people do regularly**  **Making simple inquiries**  **Telling the time, days and dates**  **Listening**  • Students will be able to recognize phrases, words,  and expressions related to actions people do regularly.  **Spoken Interaction**  • Students will be able to ask what other people do  regularly and respond to questions about the actions  they do regularly.  **Spoken Production**  • Students will be able to use a series of phrases and  simple expressions to express their regular actions.  • Students will be able to tell the time and days.  **Reading**  • Students will be able to read short, simple texts such  as personal narratives about what people do regularly.  **Intercultural Awareness**  • Learners will be able to identify traditional dances  from other countries.  **Compensation Strategies**  • Students will be able to say when they don’t understand   * and ask for clarification. | diary, -ies  hang ...  ... around  ... out  neighborhood  rest  run errands  take ...  ... a nap  ... care of something  ... courses  visit ...  ... friends  ... my uncle  traditional/folk dance (horon/halay/  zeybek/polka/line dance etc.)  What do you do after school?  — I do my homework.  — I play soccer on Wednesdays.  — I finish all my homework before  9:30.  — I learn horon/polka with my  friends.  — I go to my step dance class.  What does he do after school?  — He helps his mother.  — He rests after school.  — What does “rest” mean? | **Texts**  Charts  Conversations  Illustrations  Lists  Posters  Songs  **Activities**  Chants and Songs  Flashcards  Games  Labeling  Listening  Matching  Questions and Answers  Real Life Tasks  Reordering | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | İlköğretim  Haftası | **Projects**  • Students prepare a  poster showing what  their favorite singer/  actor/sports figure does  after work.  • Students conduct  a survey about their  classmates’ favorite  after-school activities  and prepare a poster.  **Dossier**  • Students start filling  in the European Language  Portfolio. |
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| **OCTOBER** | **05.10.2015**  **09.10.2015** | **3** |
| **12.10.2015**  **16.10.2015** | **3** |
| **19.10.2015**  **23.10.2015** | **3** |



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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **OCTOBER** | **26.10.2015**  **30.10.2015** | **3** | **UNIT 2**  ***Yummy***  ***Breakfast*** | **Accepting and refusing**  **Describing what people do regularly**  **Expressing likes and dislikes**  **Making simple inquiries**  **Listening**  • Students will be able to identify the names of different  food items when listening to a conversation.  **Spoken Interaction**  • Students will be able to ask people about their food  preferences at breakfast.  **Spoken Production**  • Students will be able to express their opinions about  the food they like and don’t like.  **Reading**  • Students will be able to understand short, simple,  written texts about predictable, everyday matters such  as food and personal opinions.  • Students will be able to read the label of a food product.  **Compensation Strategies**  • Students will be able to indicate that they don’t understand  using simple expressions.  **Intercultural Awareness**  • Students will become familiar with breakfast habits  of different cultures.  • Students will become familiar with expressions used   * at the beginning or end of meals in different languages. | bagel, -s  bean, -s  blueberry, -ies  cereal  croissant, -s  egg, -s  jam  junk food  muffin, -s  pancake, -s  sausage, -s  nutritious  Bon appétit!  Buon appetito!  Guten Appetit!  I eat honey and jam in the morning.  Yummy! I love muffins!  I don’t like olives. I like cheese.  It’s my favorite!  Enjoy it!  Want some cereal?  — Excuse me?  Can I have some cheese?  — No, it’s all gone.  Do you want some tea?  — No, thanks. I don’t like tea.  — No, thanks. I don’t want any tea. | **Texts**  Conversations  Illustrations  Lists  Menus  Poems  Tables  **Activities**  Arts and Crafts  Drama/Miming  Labeling  Puppets  Questions and Answers  Speaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **29 EKİM**  **CUMHURİYET BAYRAMI**  Kızılay Haftası  **10 Kasım**  **Atatürk Haftası** | **Projects**  • Students prepare  a poster that shows  and categorizes  different food items  and drinks that they  have at breakfast.  • Students work in  pairs or individually  and prepare a  short video or role  play of themselves  talking about the  foods they like and  don’t like.  • Students work in  groups and create  an imaginary creature.  They decide  the foods that the  creature likes and  doesn’t like. They  will draw a picture  of it and the foods it  eats and label them. |
| **02.11.2015**  **06.11.2015** | **3** |
| **NOVEMBER** | **09.11.2015**  **13.11.2015** | **3** |
| **16.11.2 015**  **20.11.2015** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **NOVEMBER** | **23.11.2015**  **27.11.2015** | **3** | **UNIT 3**  ***A Day in***  ***My City*** | **Describing places**  **Describing what people are doing now**  **Making comparisons**  **Making simple inquiries**  **Listening**  • Students will be able to identify expressions and  phrases related to present events.  • Students will be able to pick up the expressions  used while comparing things in a dialogue.  **Spoken Interaction**  • Students will be able to ask people questions about  what they are doing at the moment.  • Students will be able to ask people to compare things.  **Spoken Production**  • Students will be able to describe people doing different  actions.  • Students will be able to make comparisons between  two things.  **Reading**  • Students will be able to read visually supported,  short, simple, written statements.  **Compensation Strategies**  • Students will be able to use mimes and gestures to   * explain a word. | busy  crowded  downtown  kiosk, -s  queue/line  rent  sell  skyscraper, -s  town, -s  traffic jam  What is s/he doing?  — S/he’s waiting in line.  A skyscraper is taller than a house.  Downtown is busier on Monday.  The street is more crowded than the  park.  Which city is more beautiful?  New York or Istanbul?  What is she doing?  — She is feeding the street cats.  — Feeding?  — Yes, ... (performs action) | **Texts**  Conversations  Illustrations  Signs  Songs  **Activities**  Drama/Miming  Drawing and Coloring  Games  Labeling  Listening  Matching  Question and Answers  Real-life Tasks  Speaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Öğretmenler Günü**  10 ARALIK DEMOKRASİ ve İNSAN HAKLARI HAFTASI | **I. DÖNEM**  **I. SINAV**  **Projects**  • Students take/draw a  picture of their street/  neighborhood in the  morning and describe  what everyone is doing  (they can use professions  as well).  • Students draw/use  a map of the world/  their home country.  They imagine that they  visit three cities on the  map and place their  pictures on these cities.  In speech bubbles, they  write what they are  doing there.  • Students prepare a  poster comparing their  hometown and another  city in their country. |
| **30.11.2015**  **04.12.2015** | **3** |
| **DECEMBER** |
| **07.12.2015**  **11.12.2015** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **DECEMBER** | **14.12.2015**  **18.12.2015** | **3** | **UNIT 4**  ***Weather***  ***and***  ***Emotions*** | **Describing places**  **Describing the weather**  **Expressing feelings**  **Making simple inquiries**  **Listening**  • Students will be able to pick up the essential information  in short recorded passages about weather  conditions.  **Spoken Interaction**  • Students will be able to ask people about the weather.  **Spoken Production**  • Students will be able to talk about and answer  simple questions, initiate and respond to simple statements  about everyday matters (i.e., weather and emotions).  **Reading**  • Students will be able to understand short, simple  written texts about predictable everyday matters such  as emotions and weather.  **Compensation Strategies**  • Students will be able to say when they don’t understand  and ask for repetition. | cloudy  fabulous  freezing  hailing  lightning  stormy  windy  anxious  moody  sleepy  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.  — I don’t understand. Can you  repeat, please? | **Texts**  Cartoons  Conversations  Illustrations  Maps  Postcards  Stories  **Activities**  Drama/Miming  Drawing and Coloring  Flashcards  Games  Listening  Speaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | TUTUM YATIRIM  ve  TÜRK MALLARI  HAFTASI | **Projects**  • Students prepare a  weather forecast and  support it with visuals.  • Students create their  own weather forecast  film. They prepare  a map of a weather  forecast for their home  country/the world and  film themselves talking  about it.  • Students prepare  a weather forecast  poster and compare the  weather conditions in  different cities. |
| **21.12.2015**  **25.12.2015** | **3** |
| **28.12.2015**  **31.12.2015** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **JANUARY** | **04.01.2016**  **08.01.2016** | **3** | **UNIT 5**  ***At the***  ***Fair*** | **Describing places**  **Expressing feelings**  **Expressing likes and dislikes**  **Making comparisons**  **Stating personal opinions**  **Listening**  • Students will be able to recognize the words related  to the expression of emotions/feelings.  **Spoken Interaction**  • Students will be able to ask people and express their  feelings and opinions about places and things.  **Spoken Production**  • Students will be able to use a series of phrases and  simple expressions to express their feelings personal  opinions about places and things.  **Reading**  • Students will be able to read short information on a  poster about a certain place.  • Students will be able recognize phrases on signs  encountered in everyday life.  **Compensation Strategies**   * • Students will be able to say when they don’t understand. | amazing  bumper car, -s  carnival  carrousel, -s  crazy  dull  fantastic  ghost train, -s  horrible  roller coaster, -s  terrifying  thrilling  What do you think about fairs?  — I think they are exciting places.  There are many fun things at the fair.  — I agree. I like the roller coaster  very much.  — Roller coasters are crazy!  — I think they are frightening.  — I think a ghost train is more frightening!  — I like the train ride. It is fun.  — I hate bumper cars. They are boring.  — I disagree. I think they are fun.  — I am sorry. I don’t understand. | **Texts**  Advertisements  Conversations  Illustrations  Poems  Posters  Signs  Songs  **Activities**  Chants and Songs  Flashcards  Labeling  Listening  Matching  Speaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation |  | **II. SINAV**  **Projects**  • Students write a  slogan/advertisement  for a ride at a fair.  • Students draw  a picture of their  friends at a fair and  write how they feel.  DÖNEM SONU |
| **11.01.2016**  **15.01.2016** | **3** |
| **18.01.2016**  **22.01.2016** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **FEBRUARY** | **08.02.2016**  **12.02.2016** | **3** | **UNIT 6**  ***Vacation*** | **Making simple inquiries**  **Stating personal opinions**  **Talking about past events**  **Listening**  • Students will be able to listen to and identify the  holiday activities they hear.  **Spoken Interaction**  • Students will be able to ask and answer about what  they did on their holidays.  **Spoken Production**  • Students will be able to tell what they and/or somebody  else did on holiday.  • Students will be able to describe past activities and  personal experiences.  **Reading**  • Students will be able to understand short, simple  sentences and expressions related to past activities.  **Compensation Strategies**  • Students will be able to ask people to repeat when   * they don’t understand. | forest, -s  flower, -s  fruit  lake, -s  mountain, -s  picking  river, -s  sailing  seaside  sightseeing  skiing  tree, -s  What did you do last summer?  — I played with my friends, and I  also learned swimming.  — My brother and I climbed trees  and picked fruit. I enjoyed it.  — Say that again, please. I didn’t  understand.  — We climbed trees and picked  fruit.  — We came back from Marmaris  yesterday.  — We had a good time. | **Texts**  Advertisements  Conversations  Picture Dictionaries  Postcards  Posters  Stories  **Activities**  Arts and Crafts  Communicative Tasks  Drama/Miming  Drawing and Coloring  Flashcards  Games  Questions and Answers  Real-life Tasks  Reordering  Story-telling | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Sivil Savunma Günü** | **Quiz or Exam**  **Projects:**  • Students prepare a  postcard and write  about what they did on  their holiday.  • Students prepare a  pamphlet showing different  places for different  holiday activities  in their country.  • Students imagine  that they visited another  planet and prepare  a poster showing  what activities they  did there. They present  it in class. |
| **15.02.2016**  **19.02.2016** | **3** |
| **22.02.2016**  **26.02.2016** | **3** |
| **29.02.2016 04.03.2016** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **MARCH** | **07.03.2016**  **11.03.2016** | **3** | **UNIT 7**  ***Occupations*** | **Describing what people do regularly**  **Expressing ability and inability**  **Making simple inquiries**  **Naming the days**  **Telling the time, days and dates**  **Listening**  • Students will be able to recognize familiar words  and simple phrases concerning people’s occupations  if spoken slowly and clearly.  • Students will be able to recognize the of the week  dates.  **Spoken Interaction**  • Students will be able to give dates and ask questions  about people’s occupations.  **Spoken Production**  • Students will be able to use simple phrases and  sentences to describe occupations.  • Students will be able to give the date.  **Reading**  • Students will be able to understand familiar words  and very simple sentences about occupations.  **Compensation Strategies**  • Students will be able to use mime and gestures to   * explain a word. | architect, -s  cook, -s  engineer, -s  hairdresser, -s  lawyer, -s  manager, -s  mechanic, -s  salesperson, -people  self-employed  waiter, -s/waitress, -es  worker, -s  Dates (1993, 2003, etc.)  Can you build a house?  — No, I can’t!  What can you do?  — I can make dresses. I can cut and  sew fabric.  — I don’t understand. Can you  show me?  What does your uncle do?  — He’s a salesperson, but he also  works at a restaurant on Fridays and  Saturdays.  What do you do?  — I am a nurse.  When did you become a teacher?  — I became a teacher in 1998. | **Texts**  Conversations  Stories  Illustrations  **Activities**  Arts and Crafts  Drama/Miming  Games  Puppets  Questions and Answers  Role-play and Simulations  TPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Yeşilay**  **Haftası**  **Atatürk’ün Antalya’ya Gelişi**  **8 Mart Dünya Kadınlar Günü**  **İstiklâl Marşı’nın Kabulü ve Mehmet Akif ERSOY’u Anma Günü**  **18 MART**  **Çanakkale Zaferi**  **Şehitler**  **Günü** | **Projects**  • Students find out the  occupations of their  family members and  draw and write what  they do.  • Students work in  groups, do some Internet  research, and find  three “unusual/original/  new jobs.” They  prepare posters and  present them in class.  • Students prepare  a poster and present  (some of) their relatives’  occupations and  the dates when they |
| **14.03.2016**  **18.03.2016** | **3** |
| **21.03.2016**  **25.03.2016** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **APRIL** | **28.03.2016**  **01.04.2016** | **3** | **UNIT 8**  ***Detectives***  ***at Work*** | **Describing what people are doing now**  **Expressing quantity**  **Making simple inquiries**  **Talking about locations of things**  **Talking about past events**  **Listening**  • Students will be able to listen and locate objects.  • Students will be able to get the main idea when people  describe what people are doing at the moment.  Students will be able to recognize numbers up to one  million.  **Spoken Interaction**  • Students will be able to ask people about their location.  • Students will be able to ask people what they are  doing.  **Spoken Production**  • Students will be able to describe the locations of  people and things.  • Students will be able to use a series of phrases and  simple sentences to describe present events.  • Students will be able to recite numbers up to one  million.  **Reading**  • Students will be able to understand short, simple  sentences and expressions about past activities.  **Compensation Strategies**   * • Students will be able to ask for help. | behind  break  into  burglar, -s  cash  chase  drawer, -s  fingerprint, -s  follow  investigate  magnifier, -s  prison  steal  thief  Numbers 1000 - 1.000.000  Where is he?  — He is in front of the bank.  What is he doing?  — He is looking at us.  I have lost the magnifier. I can’t  find it. Can you help me?  — Look! It is in the drawer.  What happened?  — Somebody stole my money.  — The thief took 800 dollars and  2300 euros from the shop. | **Texts**  Captions  Cartoons  Conversations  Illustrations  Stories  **Activities**  Drama/Miming  Games  Listening  Question and Answer  Speaking  Story-telling  TPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** | **II. DÖNEM**  **I. SINAV**  **Projects**  • Students find pictures  of people who need  binoculars and/or magnifiers,  such as detectives,  old people, etc.  They also draw and  report what the people  are loking at.  • Students become language  detectives. They  take photos of English  words they see around  them and prepare a  poster. |
| **04.04.2016**  **08.04.2016** | **3** |
| **11.04.2016**  **15.04.2016** | **3** |
| **18.04.2016**  **22.04.2016** | **3** |

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| **MONTH** | **WEEK** | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **APRIL** | **25-04.2016**  **29.04.2016** | **3** | **UNIT 9**  ***Saving the***  ***Planet*** | **Describing what people are doing now**  **Giving and responding to simple instructions**  **Making simple inquiries**  **Making simple suggestions**  **Telling someone what to do**  **Listening**  • Students will be able to identify appropriate behavior  to save energy and to protect the environment.  • Students will be able understand suggestions related  to the protection of the environment when articulated  in clear, slow, and repeated speech.  **Spoken Interaction**  • Students will be able to ask people questions about  what they are doing and tell them what to do.  **Spoken Production**  • Students will be able to tell people what to do to  protect the environment.  • Students will be able to use simple phrases and  sentences to tell people what to do.  **Reading**  • Students will be able to recognize familiar words  and very simple phrases on simple notices in the most  common, everyday situations.  **Compensation Strategies**  • Students will be able to say when they do not understand.  • Students will be able to use mime and gestures to  explain a word or phrase. | cut down  damage  garbage  electrical device, -s  harm  litter  plug (unplug)  pollution  recycle  rubbish  reduce  save  trash  waste  What is s/he doing?  — S/he is picking up garbage/rubbish  and putting it into the waste bin.  What should we do to save our  world?  — We should save energy.  — We can use less water and electricity.  — Turn off the lights.  — Don’t waste water.  — Unplug the TV.  — We should recycle.  — I don’t understand. What does  that mean? | **Texts**  Conversations  Illustrations  Notes and Messages  Posters  Signs  **Activities**  Drama/Miming  Drawing and Coloring  Labeling  Listening  Matching  Puppets  Real-life Tasks  TPR | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Atatürk'ü Anma ve Gençlik ve Spor Bayramı**  **Müzeler Haftası** | **Projects**  • Students prepare  slogans/notes/posters  about saving energy at  school and hang them  on the walls.  • Students plant a  seed and observe its  growth. They keep a  journal to narrate its  growth.  • Students work in  groups or individually  and create a short  video or drama play  titled “How to Save  the World: Do’s &  Don’ts.” |
| **MAY** | **02.05.2016**  **06.05.2016** | **3** |
| **09.05.2016**  **13.05.2016** | **3** |
| **16.05.2016**  **20.05.2016** | **3** |

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| **MONTH** | WEEK | **HOUR** | **UNIT** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **MAY** | **23.05.2015**  **27.05.2016** | **3** | **UNIT 10**  ***Democracy*** | **Giving and responding to simple instructions**  **Making simple inquiries**  **Talking about past events**  **Talking about what people do regularly**  **Listening**  • Students will be able to recognize some key features  related to the concept of democracy.  **Spoken Interaction**  • Students will be able to talk about what to do when  selecting their classroom president.  **Spoken Production**  • Students will be able to give short descriptions of  past and present events.  • Students will be able to talk about and answer simple  questions, initiate and respond to simple statements related  to the concept of democracy (i.e., class elections).  **Reading**  • Students will be able to recognize familiar words and  very simple phrases related to the concept of democracy.  **Compensation Strategies**  • Students will be able to ask for repetition when they  don’t understand.  **Intercultural Awareness:**  • Students will increase their awareness of the principles  of democracy. | ballot box, -es  campaign, -s  candidate, -s  election, -s  fair  law, -s  make/give a speech  president  respect  right, -s  vote  You should ...  ... choose your candidate.  ... vote now.  ... respect others.  Who is your candidate?  — Ahmet.  — Ahmet is my candidate.  — Write your candidate’s name on  a paper.  — Fold the paper.  — Put it into the ballot box.  — We had an election in our school.  — We elected our class president.  — Our class president always asks  about our opinions.  — I don’t understand. Say again  please? | **Texts**  Notes and Messages  Conversations  Illustrations  Posters  Instructions  **Activities**  Drama/Miming  Flashcards  Listening  Matching  Questions and Answers  Real-life Tasks  Speaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation |  | **II. DÖNEM**  **II. SINAV**  **Quiz or Exam**  **Projects**  • Students work in  groups and create an  election campaign  poster for classroom  presidency.  • Students work together  and prepare a  poster illustrating what  to do in the classroom  to respect others’  rights.  • Students prepare  slogans and/or posters  to elect an imaginary  super hero.  **Dossier**  • Students complete  and hand in the European  Language Portfolio.  Keep the portfolio  at school or instruct  students to bring it  back the following  year. |
| **JUNE** | **30.05.2016**  **03.06.2016** | **3** |
| **13.06.2016 06.06.2016**  **17.06.2016 10.06.2016** | **3** |

**Bu Yıllık Plan Örnek Mahiyetinde hazırlanmış olup, okulun çevre, fiziki koşullarına, öğrencilerinin performans durumuna, kullanılan yöntem, teknik ve kaynaklarına göre okul, ders zümrelerince konu sırası değiştirilmemek koşuluyla yeniden düzenlenip Okul Müdürünün onayından sonra yürürlüğe girecektir.**

İngilizce Öğrt. İngilizce Öğrt. İngilizce Öğrt. UYGUNDUR

……/09/2015

OKUL MÜDÜRÜ