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| **Date** | **Hours** | **Theme** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **1. HAFTA****08-12 EYLÜL** | 2 saat | 1- Classroom Rules | Contexts Captions Cartoons Conversations Illustrations Instructions Lists Notes and Messages Posters Signs Songs Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Ma | **Listening E4.1.L1. Students will be able to understand short and clear utterances about requests. E4.1.L2. Students will be able to understand short and clear utterances about permission. E4.1.L3. Students will be able to recognize simple classroom instructions. E4.1.L4. Students will be able to recognize numbers from one to fifty. Speaking E4.1.S1. Students will be able to interact with their classmates through asking for and giving permission in short utterances. E4.1.S2. Students will be able to make requests by using simple utterances. E4.1.S3. Students will be able to give and respond to simple instructions verbally. E4.1.S4. Students will be able to count up to fifty.** | Asking for permission Can/May I come in/go out? — Yes, you can. — Sure/Of course. — Sorry, not right now. Making simple requests Give me the book, please. — Sure/Of course. — Here you are. — Say that again, please. Telling someone what to do Be quiet, please. Clean/Look at the board, please. Go back your place, please. Open the window, please. Open/close the door, please. Please come in. The pencil, please. Naming numbers Numbers from 1 to 50. eraser,-s join leave pencil case, -s pencil sharpener, -s ruler, -s stay take turn on/off |
| **2. HAFTA****15-19 EYLÜL** | 2 saat | 1- Classroom Rules | Contexts Captions Cartoons Conversations Illustrations Instructions Lists Notes and Messages Posters Signs Songs Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Ma | **Listening E4.1.L1. Students will be able to understand short and clear utterances about requests. E4.1.L2. Students will be able to understand short and clear utterances about permission. E4.1.L3. Students will be able to recognize simple classroom instructions. E4.1.L4. Students will be able to recognize numbers from one to fifty. Speaking E4.1.S1. Students will be able to interact with their classmates through asking for and giving permission in short utterances. E4.1.S2. Students will be able to make requests by using simple utterances. E4.1.S3. Students will be able to give and respond to simple instructions verbally. E4.1.S4. Students will be able to count up to fifty.** | Asking for permission Can/May I come in/go out? — Yes, you can. — Sure/Of course. — Sorry, not right now. Making simple requests Give me the book, please. — Sure/Of course. — Here you are. — Say that again, please. Telling someone what to do Be quiet, please. Clean/Look at the board, please. Go back your place, please. Open the window, please. Open/close the door, please. Please come in. The pencil, please. Naming numbers Numbers from 1 to 50. eraser,-s join leave pencil case, -s pencil sharpener, -s ruler, -s stay take turn on/off |
| **3. HAFTA****23 EYLÜL-27 EYLÜL** | 2 saat | 1- Classroom Rules | Contexts Captions Cartoons Conversations Illustrations Instructions Lists Notes and Messages Posters Signs Songs Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Ma | **Listening E4.1.L1. Students will be able to understand short and clear utterances about requests. E4.1.L2. Students will be able to understand short and clear utterances about permission. E4.1.L3. Students will be able to recognize simple classroom instructions. E4.1.L4. Students will be able to recognize numbers from one to fifty. Speaking E4.1.S1. Students will be able to interact with their classmates through asking for and giving permission in short utterances. E4.1.S2. Students will be able to make requests by using simple utterances. E4.1.S3. Students will be able to give and respond to simple instructions verbally. E4.1.S4. Students will be able to count up to fifty.** | Asking for permission Can/May I come in/go out? — Yes, you can. — Sure/Of course. — Sorry, not right now. Making simple requests Give me the book, please. — Sure/Of course. — Here you are. — Say that again, please. Telling someone what to do Be quiet, please. Clean/Look at the board, please. Go back your place, please. Open the window, please. Open/close the door, please. Please come in. The pencil, please. Naming numbers Numbers from 1 to 50. eraser,-s join leave pencil case, -s pencil sharpener, -s ruler, -s stay take turn on/off |
| **4. HAFTA****29 EYLÜL-03 EKİM** | 2 saat | 1- Classroom Rules | Contexts Captions Cartoons Conversations Illustrations Instructions Lists Notes and Messages Posters Signs Songs Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Ma | **Listening E4.1.L1. Students will be able to understand short and clear utterances about requests. E4.1.L2. Students will be able to understand short and clear utterances about permission. E4.1.L3. Students will be able to recognize simple classroom instructions. E4.1.L4. Students will be able to recognize numbers from one to fifty. Speaking E4.1.S1. Students will be able to interact with their classmates through asking for and giving permission in short utterances. E4.1.S2. Students will be able to make requests by using simple utterances. E4.1.S3. Students will be able to give and respond to simple instructions verbally. E4.1.S4. Students will be able to count up to fifty.** | Asking for permission Can/May I come in/go out? — Yes, you can. — Sure/Of course. — Sorry, not right now. Making simple requests Give me the book, please. — Sure/Of course. — Here you are. — Say that again, please. Telling someone what to do Be quiet, please. Clean/Look at the board, please. Go back your place, please. Open the window, please. Open/close the door, please. Please come in. The pencil, please. Naming numbers Numbers from 1 to 50. eraser,-s join leave pencil case, -s pencil sharpener, -s ruler, -s stay take turn on/off |
| **5. HAFTA****06-10 EKİM** | 2 saat | 2- Nationality | Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Maps Postcards Posters Rhymes Songs Tables Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Maki | **Listening E4.2.L1. Students will be able to recognize information about other people. E4.2.L2. Students will be able to identify different people’s nationalities. Speaking E4.2.S1. Students will be able to talk about nations and nationalities. E4.2.S2. Students will be able to talk about locations of cities.** | Identifying countries and nationalities — Maybe. Is s/he from Germany? — I think so. Where are you from? — I am from Turkey. Where is she from? — S/he is from Pakistan. Are you British? — No, I am not. Is s/he Russian? — Yes, s/he is. — No, s/he isn’t. — I think so. Talking about locations of cities (Making simple inquiries) Where is Samsun? — It’s in the north. Where is Antalya? — It’s in the south. Where is Van? — It’s in the east. Where is İzmir? — It’s in the west. America/American Britain/British Germany/German Iran/Iranian Iraq/Iraqi Japan/Japanese Pakistan/Pakistani Russia/Russian Turkey/Turkish north/south/east/west |
| **6. HAFTA****13-17 EKİM** | 2 saat | 2- Nationality | Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Maps Postcards Posters Rhymes Songs Tables Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Maki | **Listening E4.2.L1. Students will be able to recognize information about other people. E4.2.L2. Students will be able to identify different people’s nationalities. Speaking E4.2.S1. Students will be able to talk about nations and nationalities. E4.2.S2. Students will be able to talk about locations of cities.** | Identifying countries and nationalities — Maybe. Is s/he from Germany? — I think so. Where are you from? — I am from Turkey. Where is she from? — S/he is from Pakistan. Are you British? — No, I am not. Is s/he Russian? — Yes, s/he is. — No, s/he isn’t. — I think so. Talking about locations of cities (Making simple inquiries) Where is Samsun? — It’s in the north. Where is Antalya? — It’s in the south. Where is Van? — It’s in the east. Where is İzmir? — It’s in the west. America/American Britain/British Germany/German Iran/Iranian Iraq/Iraqi Japan/Japanese Pakistan/Pakistani Russia/Russian Turkey/Turkish north/south/east/west |
| **7. HAFTA****20-24 EKİM** | 2 saat | 2- Nationality | Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Maps Postcards Posters Rhymes Songs Tables Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Maki | **Listening E4.2.L1. Students will be able to recognize information about other people. E4.2.L2. Students will be able to identify different people’s nationalities. Speaking E4.2.S1. Students will be able to talk about nations and nationalities. E4.2.S2. Students will be able to talk about locations of cities.** | Identifying countries and nationalities — Maybe. Is s/he from Germany? — I think so. Where are you from? — I am from Turkey. Where is she from? — S/he is from Pakistan. Are you British? — No, I am not. Is s/he Russian? — Yes, s/he is. — No, s/he isn’t. — I think so. Talking about locations of cities (Making simple inquiries) Where is Samsun? — It’s in the north. Where is Antalya? — It’s in the south. Where is Van? — It’s in the east. Where is İzmir? — It’s in the west. America/American Britain/British Germany/German Iran/Iranian Iraq/Iraqi Japan/Japanese Pakistan/Pakistani Russia/Russian Turkey/Turkish north/south/east/west |
| **8. HAFTA****27 -31 EKİM** | 2 saat | 2- Nationality | Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Maps Postcards Posters Rhymes Songs Tables Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Maki | **Listening E4.2.L1. Students will be able to recognize information about other people. E4.2.L2. Students will be able to identify different people’s nationalities. Speaking E4.2.S1. Students will be able to talk about nations and nationalities. E4.2.S2. Students will be able to talk about locations of cities.** | Identifying countries and nationalities — Maybe. Is s/he from Germany? — I think so. Where are you from? — I am from Turkey. Where is she from? — S/he is from Pakistan. Are you British? — No, I am not. Is s/he Russian? — Yes, s/he is. — No, s/he isn’t. — I think so. Talking about locations of cities (Making simple inquiries) Where is Samsun? — It’s in the north. Where is Antalya? — It’s in the south. Where is Van? — It’s in the east. Where is İzmir? — It’s in the west. America/American Britain/British Germany/German Iran/Iranian Iraq/Iraqi Japan/Japanese Pakistan/Pakistani Russia/Russian Turkey/Turkish north/south/east/west |
| **9. HAFTA****03-07 KASIM** | 2 saat | 3- Cartoon Characters | Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Matching M | **Listening E4.3.L1. Students will be able to get the main idea of a simple oral text about the abilities of the self and others. E4.3.L2. Students will be able to recognize possessions of others in a clear, short and slow oral text. Speaking E4.3.S1. Students will be able to talk about their own and others’ possessions. E4.3.S2. Students will be able to deliver a simple, brief speech about abilities with an initial preparation.** | Expressing ability and inability Can you play the piano? Can s/he jump? —Yes, s/he can./No, s/he can’t. Can you speak English? —Yes, I can. S/he can ride a bike, but I cannot/can’t. S/he can swim. I can read books in English. My hero can/can’t ... Your cartoon character can/can’t ... Talking about possessions (Making simple inquiries) This is her/his/my/your guitar. These are his/her/my/your books. Is this his/her/my/your …? Are these his/her/my/your …? Whose bike is this? This is my/his/Ahmet’s bike. catch climb a tree dive do puzzles drive jump fly play ... ... the guitar/the piano, etc. ride a horse speak take pictures |
| **10-14 KASIM** |  |  |  | **ARA TATİL** |  |
| **10. HAFTA****17-21 KASIM** | 2 saat | 3- Cartoon Characters | Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Matching M | **Listening E4.3.L1. Students will be able to get the main idea of a simple oral text about the abilities of the self and others. E4.3.L2. Students will be able to recognize possessions of others in a clear, short and slow oral text. Speaking E4.3.S1. Students will be able to talk about their own and others’ possessions. E4.3.S2. Students will be able to deliver a simple, brief speech about abilities with an initial preparation.** | Expressing ability and inability Can you play the piano? Can s/he jump? —Yes, s/he can./No, s/he can’t. Can you speak English? —Yes, I can. S/he can ride a bike, but I cannot/can’t. S/he can swim. I can read books in English. My hero can/can’t ... Your cartoon character can/can’t ... Talking about possessions (Making simple inquiries) This is her/his/my/your guitar. These are his/her/my/your books. Is this his/her/my/your …? Are these his/her/my/your …? Whose bike is this? This is my/his/Ahmet’s bike. catch climb a tree dive do puzzles drive jump fly play ... ... the guitar/the piano, etc. ride a horse speak take pictures |
| **11. HAFTA****24-28 KASIM** | 2 saat | 3- Cartoon Characters | Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Matching M | **Listening E4.3.L1. Students will be able to get the main idea of a simple oral text about the abilities of the self and others. E4.3.L2. Students will be able to recognize possessions of others in a clear, short and slow oral text. Speaking E4.3.S1. Students will be able to talk about their own and others’ possessions. E4.3.S2. Students will be able to deliver a simple, brief speech about abilities with an initial preparation.** | Expressing ability and inability Can you play the piano? Can s/he jump? —Yes, s/he can./No, s/he can’t. Can you speak English? —Yes, I can. S/he can ride a bike, but I cannot/can’t. S/he can swim. I can read books in English. My hero can/can’t ... Your cartoon character can/can’t ... Talking about possessions (Making simple inquiries) This is her/his/my/your guitar. These are his/her/my/your books. Is this his/her/my/your …? Are these his/her/my/your …? Whose bike is this? This is my/his/Ahmet’s bike. catch climb a tree dive do puzzles drive jump fly play ... ... the guitar/the piano, etc. ride a horse speak take pictures |
| **12. HAFTA****01-05 ARALIK** | 2 saat | 4- Free Time | Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppet M | **Listening E4.4.L1. Students will be able to understand the general information in an oral text about likes and dislikes. Speaking E4.4.S1. Students will be able to talk about their likes and dislikes. E4.4.S2. Students will be able to engage in simple conversations about likes and dislikes. E4.4.S3. Students will be able to ask for clarification in conversations.** | Expressing likes and dislikes I like reading/swimming. I dislike playing chess/ singing. Making simple inquiries Do you like dancing? — Yes, I do. Do you like watching cartoons? — No, I don’t. Asking for clarification Can you say that again, please? Pardon me? Say that again, please. Slowly, please. coloring book, -s drawing flying a kite playing ... ... with marbles ... chess ... table tennis …football reading comics riding a bike watching cartoons swimming learning English |
| **13. HAFTA****08-12 ARALIK** | 2 saat | 4- Free Time | Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppet M | **Listening E4.4.L1. Students will be able to understand the general information in an oral text about likes and dislikes. Speaking E4.4.S1. Students will be able to talk about their likes and dislikes. E4.4.S2. Students will be able to engage in simple conversations about likes and dislikes. E4.4.S3. Students will be able to ask for clarification in conversations.** | Expressing likes and dislikes I like reading/swimming. I dislike playing chess/ singing. Making simple inquiries Do you like dancing? — Yes, I do. Do you like watching cartoons? — No, I don’t. Asking for clarification Can you say that again, please? Pardon me? Say that again, please. Slowly, please. coloring book, -s drawing flying a kite playing ... ... with marbles ... chess ... table tennis …football reading comics riding a bike watching cartoons swimming learning English |
| **14. HAFTA****15-19 ARALIK** | 2 saat | 4- Free Time | Contexts Captions Cartoons Charts Conversations Illustrations Notices Posters Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppet M | **Listening E4.4.L1. Students will be able to understand the general information in an oral text about likes and dislikes. Speaking E4.4.S1. Students will be able to talk about their likes and dislikes. E4.4.S2. Students will be able to engage in simple conversations about likes and dislikes. E4.4.S3. Students will be able to ask for clarification in conversations.** | Expressing likes and dislikes I like reading/swimming. I dislike playing chess/ singing. Making simple inquiries Do you like dancing? — Yes, I do. Do you like watching cartoons? — No, I don’t. Asking for clarification Can you say that again, please? Pardon me? Say that again, please. Slowly, please. coloring book, -s drawing flying a kite playing ... ... with marbles ... chess ... table tennis …football reading comics riding a bike watching cartoons swimming learning English |
| **15. HAFTA****22-26 ARALIK** | 2 saat | 5- My Day | Contexts Advertisements Captions Cartoons Charts Conversations Fairy tales Illustrations Lists Notes and Messages Poems Postcards Posters Probes/Realia Rhymes Songs Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulatio | **Listening E4.5.L1. Students will be able to understand the general and specific information in a short, oral text about daily routines. E4.5.L2. Students will be able to recognize the time in a short oral text. Speaking E4.5.S1. Students will be able to talk about their daily routines. E4.5.S2. Students will be able to talk about the time.** | Talking about daily routines I wake up in the morning. I have breakfast with my mother and brother on Sundays. I meet my friends at school. I go to the playground in the afternoon. I go shopping with my mom on Saturdays. I do my homework. I go to bed at night. Making simple inquiries What do you do at noon? —I have lunch at school. What do you do in the afternoon? —I watch TV at home. Telling the time and days What time is it? days of the week at noon/night in the morning/afternoon —It’s 7 o’clock/12 o’clock/3 o’clock. do homework get dressed go ... ... shopping ... to the playground ... to bed … to school have ... ... a shower ... breakfast/lunch/dinner meet friends wake up wash |
| **16. HAFTA****29 ARALIK-02 OCAK** | 2 saat | 5- My Day | Contexts Advertisements Captions Cartoons Charts Conversations Fairy tales Illustrations Lists Notes and Messages Poems Postcards Posters Probes/Realia Rhymes Songs Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulatio | **Listening E4.5.L1. Students will be able to understand the general and specific information in a short, oral text about daily routines. E4.5.L2. Students will be able to recognize the time in a short oral text. Speaking E4.5.S1. Students will be able to talk about their daily routines. E4.5.S2. Students will be able to talk about the time.** | Talking about daily routines I wake up in the morning. I have breakfast with my mother and brother on Sundays. I meet my friends at school. I go to the playground in the afternoon. I go shopping with my mom on Saturdays. I do my homework. I go to bed at night. Making simple inquiries What do you do at noon? —I have lunch at school. What do you do in the afternoon? —I watch TV at home. Telling the time and days What time is it? days of the week at noon/night in the morning/afternoon —It’s 7 o’clock/12 o’clock/3 o’clock. do homework get dressed go ... ... shopping ... to the playground ... to bed … to school have ... ... a shower ... breakfast/lunch/dinner meet friends wake up wash |
| **17. HAFTA****05-09 OCAK** | 2 saat | 5- My Day | Contexts Advertisements Captions Cartoons Charts Conversations Fairy tales Illustrations Lists Notes and Messages Poems Postcards Posters Probes/Realia Rhymes Songs Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulatio | **Listening E4.5.L1. Students will be able to understand the general and specific information in a short, oral text about daily routines. E4.5.L2. Students will be able to recognize the time in a short oral text. Speaking E4.5.S1. Students will be able to talk about their daily routines. E4.5.S2. Students will be able to talk about the time.** | Talking about daily routines I wake up in the morning. I have breakfast with my mother and brother on Sundays. I meet my friends at school. I go to the playground in the afternoon. I go shopping with my mom on Saturdays. I do my homework. I go to bed at night. Making simple inquiries What do you do at noon? —I have lunch at school. What do you do in the afternoon? —I watch TV at home. Telling the time and days What time is it? days of the week at noon/night in the morning/afternoon —It’s 7 o’clock/12 o’clock/3 o’clock. do homework get dressed go ... ... shopping ... to the playground ... to bed … to school have ... ... a shower ... breakfast/lunch/dinner meet friends wake up wash |
| **18. HAFTA****12-16 OCAK** | 2 saat | 5- My Day | Contexts Advertisements Captions Cartoons Charts Conversations Fairy tales Illustrations Lists Notes and Messages Poems Postcards Posters Probes/Realia Rhymes Songs Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulatio | **Listening E4.5.L1. Students will be able to understand the general and specific information in a short, oral text about daily routines. E4.5.L2. Students will be able to recognize the time in a short oral text. Speaking E4.5.S1. Students will be able to talk about their daily routines. E4.5.S2. Students will be able to talk about the time.** | Talking about daily routines I wake up in the morning. I have breakfast with my mother and brother on Sundays. I meet my friends at school. I go to the playground in the afternoon. I go shopping with my mom on Saturdays. I do my homework. I go to bed at night. Making simple inquiries What do you do at noon? —I have lunch at school. What do you do in the afternoon? —I watch TV at home. Telling the time and days What time is it? days of the week at noon/night in the morning/afternoon —It’s 7 o’clock/12 o’clock/3 o’clock. do homework get dressed go ... ... shopping ... to the playground ... to bed … to school have ... ... a shower ... breakfast/lunch/dinner meet friends wake up wash |
| **19-30 OCAK** |  |  |  | **YARIYIL TATİLİ** | <https://www.ingilizceciyiz.com/> |
| **19. HAFTA****02-06 ŞUBAT** | 2 saat | 6- Fun with Science | Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Poems Posters Probes/Realia Rhymes Songs Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games | **Listening E4.6.L1. Students will be able to understand and follow simple instructions. E4.6.L2. Students will be able to recognize phrases/descriptions about locations. Speaking E4.6.S1. Students will be able to give short and basic instructions. E4.6.S2. Students will be able to talk about locations of objects. E4.6.S3. Students will be able to ask and answer simple clarification questions.** | Giving and responding to simpleinstructions Plant it. Water it. Cut the paper. Don’t cut it now! Fold it. Mix black and white, and you get gray. Making simple inquiries What is “science” in Turkish? What is “cover”? What is in the cup? Talking about locations Where is the brush? —It’s in front of the bottle. —Behind the box. —Near that glass. box, -es brush, -es cover, -s cup, -s cut, experiment, -s fold freeze melt mix plant, science scientist, -s shake water |
| **20. HAFTA****09-13 ŞUBAT** | 2 saat | 6- Fun with Science | Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Poems Posters Probes/Realia Rhymes Songs Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games | **Listening E4.6.L1. Students will be able to understand and follow simple instructions. E4.6.L2. Students will be able to recognize phrases/descriptions about locations. Speaking E4.6.S1. Students will be able to give short and basic instructions. E4.6.S2. Students will be able to talk about locations of objects. E4.6.S3. Students will be able to ask and answer simple clarification questions.** | Giving and responding to simpleinstructions Plant it. Water it. Cut the paper. Don’t cut it now! Fold it. Mix black and white, and you get gray. Making simple inquiries What is “science” in Turkish? What is “cover”? What is in the cup? Talking about locations Where is the brush? —It’s in front of the bottle. —Behind the box. —Near that glass. box, -es brush, -es cover, -s cup, -s cut, experiment, -s fold freeze melt mix plant, science scientist, -s shake water |
| **21. HAFTA****16-20 ŞUBAT** | 2 saat | 6- Fun with Science | Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Poems Posters Probes/Realia Rhymes Songs Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games | **Listening E4.6.L1. Students will be able to understand and follow simple instructions. E4.6.L2. Students will be able to recognize phrases/descriptions about locations. Speaking E4.6.S1. Students will be able to give short and basic instructions. E4.6.S2. Students will be able to talk about locations of objects. E4.6.S3. Students will be able to ask and answer simple clarification questions.** | Giving and responding to simpleinstructions Plant it. Water it. Cut the paper. Don’t cut it now! Fold it. Mix black and white, and you get gray. Making simple inquiries What is “science” in Turkish? What is “cover”? What is in the cup? Talking about locations Where is the brush? —It’s in front of the bottle. —Behind the box. —Near that glass. box, -es brush, -es cover, -s cup, -s cut, experiment, -s fold freeze melt mix plant, science scientist, -s shake water |
| **22. HAFTA****23-27 ŞUBAT** | 2 saat | 6- Fun with Science | Contexts Captions Cartoons Charts Conversations Illustrations Instructions Lists Poems Posters Probes/Realia Rhymes Songs Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games | **Listening E4.6.L1. Students will be able to understand and follow simple instructions. E4.6.L2. Students will be able to recognize phrases/descriptions about locations. Speaking E4.6.S1. Students will be able to give short and basic instructions. E4.6.S2. Students will be able to talk about locations of objects. E4.6.S3. Students will be able to ask and answer simple clarification questions.** | Giving and responding to simpleinstructions Plant it. Water it. Cut the paper. Don’t cut it now! Fold it. Mix black and white, and you get gray. Making simple inquiries What is “science” in Turkish? What is “cover”? What is in the cup? Talking about locations Where is the brush? —It’s in front of the bottle. —Behind the box. —Near that glass. box, -es brush, -es cover, -s cup, -s cut, experiment, -s fold freeze melt mix plant, science scientist, -s shake water |
| **23. HAFTA****02-06 MART** | 2 saat | 7- Jobs | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Podcasts Posters Probes/Realia Rhymes Songs Stories Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring G | **Listening E4.7.L1. Students will be able to identify other people’s jobs and likes in a short, simple oral text. Speaking E4.7.S1. Students will be able to talk about other people’s jobs and likes in simple conversations.** | Describing what people do and expressing what people like What is your job? —I’m a doctor. I work at a hospital. —I’m a farmer. I like animals and I work on a farm. What does s/he do? What does s/he like? —She’s a teacher, and she likes teaching children. Making inquiries Where does s/he work? —at the post office. —at the police station. actor, -s /actress, -es businessman, -men chef, -s dancer, -s doctor, -s farmer, -s fireman, -men nurse, -s pilot, -s policeman, -men policewoman, -women singer, -s teacher, -s vet, -s waiter, -s writer, -s |
| **24. HAFTA****09-13 MART** | 2 saat | 7- Jobs | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Podcasts Posters Probes/Realia Rhymes Songs Stories Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring G | **Listening E4.7.L1. Students will be able to identify other people’s jobs and likes in a short, simple oral text. Speaking E4.7.S1. Students will be able to talk about other people’s jobs and likes in simple conversations.** | Describing what people do and expressing what people like What is your job? —I’m a doctor. I work at a hospital. —I’m a farmer. I like animals and I work on a farm. What does s/he do? What does s/he like? —She’s a teacher, and she likes teaching children. Making inquiries Where does s/he work? —at the post office. —at the police station. actor, -s /actress, -es businessman, -men chef, -s dancer, -s doctor, -s farmer, -s fireman, -men nurse, -s pilot, -s policeman, -men policewoman, -women singer, -s teacher, -s vet, -s waiter, -s writer, -s |
| **16-20 MART** |  |  |  | **ARA TATİL** |  |
| **25. HAFTA****23-27 MART** | 2 saat | 7- Jobs | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Podcasts Posters Probes/Realia Rhymes Songs Stories Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring G | **Listening E4.7.L1. Students will be able to identify other people’s jobs and likes in a short, simple oral text. Speaking E4.7.S1. Students will be able to talk about other people’s jobs and likes in simple conversations.** | Describing what people do and expressing what people like What is your job? —I’m a doctor. I work at a hospital. —I’m a farmer. I like animals and I work on a farm. What does s/he do? What does s/he like? —She’s a teacher, and she likes teaching children. Making inquiries Where does s/he work? —at the post office. —at the police station. actor, -s /actress, -es businessman, -men chef, -s dancer, -s doctor, -s farmer, -s fireman, -men nurse, -s pilot, -s policeman, -men policewoman, -women singer, -s teacher, -s vet, -s waiter, -s writer, -s |
| **26. HAFTA****30 MART-03 NİSAN** | 2 saat | 7- Jobs | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Podcasts Posters Probes/Realia Rhymes Songs Stories Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring G | **Listening E4.7.L1. Students will be able to identify other people’s jobs and likes in a short, simple oral text. Speaking E4.7.S1. Students will be able to talk about other people’s jobs and likes in simple conversations.** | Describing what people do and expressing what people like What is your job? —I’m a doctor. I work at a hospital. —I’m a farmer. I like animals and I work on a farm. What does s/he do? What does s/he like? —She’s a teacher, and she likes teaching children. Making inquiries Where does s/he work? —at the post office. —at the police station. actor, -s /actress, -es businessman, -men chef, -s dancer, -s doctor, -s farmer, -s fireman, -men nurse, -s pilot, -s policeman, -men policewoman, -women singer, -s teacher, -s vet, -s waiter, -s writer, -s |
| **27. HAFTA****06-10 NİSAN** | 2 saat | 8- My Clothes | Contexts Advertisements / Captions Cartoons / Charts Conversations / Illustrations Lists / Notes and Messages Poems / Postcards Posters / Rhymes Signs / Songs Stories / Tables / Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Si | **Listening E4.8.L1. Students will be able to understand short oral texts about weather conditions and clothing. E4.8.L2. Students will be able to recognize the names of the seasons and clothes in short oral texts. Speaking E4.8.S1. Students will be able to describe the weather conditions. E4.8.S2. Students will be able to name the seasons. E4.8.S3. Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations. E4.8.S4. Students will be able to make simple request about borrowing.** | Describing the weather (Expressing basic needs) What’s the weather like? —It’s rainy today. I need my umbrella. —It’s windy. Put on/wear your coat. What’s the weather like in Ankara in winter? —It’s cold and snowy. Put on/wear your gloves. Making simple requests Can I borrow your umbrella? —Here you are. —No. Sorry, it’s broken. Naming the seasons of the year It is … autumn/fall spring summer winter boot, -s dress, -es glove, -s hat, -s jeans shoe, -s skirt, -s sock, -s sunglasses trousers borrow put on wear |
| **28. HAFTA****13-17 NİSAN** | 2 saat | 8- My Clothes | Contexts Advertisements / Captions Cartoons / Charts Conversations / Illustrations Lists / Notes and Messages Poems / Postcards Posters / Rhymes Signs / Songs Stories / Tables / Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Si | **Listening E4.8.L1. Students will be able to understand short oral texts about weather conditions and clothing. E4.8.L2. Students will be able to recognize the names of the seasons and clothes in short oral texts. Speaking E4.8.S1. Students will be able to describe the weather conditions. E4.8.S2. Students will be able to name the seasons. E4.8.S3. Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations. E4.8.S4. Students will be able to make simple request about borrowing.** | Describing the weather (Expressing basic needs) What’s the weather like? —It’s rainy today. I need my umbrella. —It’s windy. Put on/wear your coat. What’s the weather like in Ankara in winter? —It’s cold and snowy. Put on/wear your gloves. Making simple requests Can I borrow your umbrella? —Here you are. —No. Sorry, it’s broken. Naming the seasons of the year It is … autumn/fall spring summer winter boot, -s dress, -es glove, -s hat, -s jeans shoe, -s skirt, -s sock, -s sunglasses trousers borrow put on wear |
| **29. HAFTA****20-24 NİSAN** | 2 saat | 8- My Clothes | Contexts Advertisements / Captions Cartoons / Charts Conversations / Illustrations Lists / Notes and Messages Poems / Postcards Posters / Rhymes Signs / Songs Stories / Tables / Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Si | **Listening E4.8.L1. Students will be able to understand short oral texts about weather conditions and clothing. E4.8.L2. Students will be able to recognize the names of the seasons and clothes in short oral texts. Speaking E4.8.S1. Students will be able to describe the weather conditions. E4.8.S2. Students will be able to name the seasons. E4.8.S3. Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations. E4.8.S4. Students will be able to make simple request about borrowing.** | Describing the weather (Expressing basic needs) What’s the weather like? —It’s rainy today. I need my umbrella. —It’s windy. Put on/wear your coat. What’s the weather like in Ankara in winter? —It’s cold and snowy. Put on/wear your gloves. Making simple requests Can I borrow your umbrella? —Here you are. —No. Sorry, it’s broken. Naming the seasons of the year It is … autumn/fall spring summer winter boot, -s dress, -es glove, -s hat, -s jeans shoe, -s skirt, -s sock, -s sunglasses trousers borrow put on wear |
| **30. HAFTA****27NİSAN- 01 MAYIS** | 2 saat | 8- My Clothes | Contexts Advertisements / Captions Cartoons / Charts Conversations / Illustrations Lists / Notes and Messages Poems / Postcards Posters / Rhymes Signs / Songs Stories / Tables / Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Si | **Listening E4.8.L1. Students will be able to understand short oral texts about weather conditions and clothing. E4.8.L2. Students will be able to recognize the names of the seasons and clothes in short oral texts. Speaking E4.8.S1. Students will be able to describe the weather conditions. E4.8.S2. Students will be able to name the seasons. E4.8.S3. Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations. E4.8.S4. Students will be able to make simple request about borrowing.** | Describing the weather (Expressing basic needs) What’s the weather like? —It’s rainy today. I need my umbrella. —It’s windy. Put on/wear your coat. What’s the weather like in Ankara in winter? —It’s cold and snowy. Put on/wear your gloves. Making simple requests Can I borrow your umbrella? —Here you are. —No. Sorry, it’s broken. Naming the seasons of the year It is … autumn/fall spring summer winter boot, -s dress, -es glove, -s hat, -s jeans shoe, -s skirt, -s sock, -s sunglasses trousers borrow put on wear |
| **31. HAFTA****04-08 MAYIS** | 2 saat | 9- My Friends | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Poems Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Colorin | **Listening E4.9.L1. Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). E4.9.L2. Students will be able to understand short oral texts about possessions. Speaking E4.9.S1. Students will be able to describe their friends and other people (family members, teachers, etc.). E4.9.S2. Students will be able to ask and answer questions about other people’s physical characteristics. E4.9.S3. Students will be able to talk about possessions.** | Describing people (Making simple inquiries) Does s/he have blonde hair? What does s/he look like? She is tall and slim. He is young and thin. He has dark hair. She is short and has a blue headscarf. Talking about possessions I have brown hair. S/he has brown eyes. He has curly hair and a moustache. My/your hair is short. Her/his legs are very long. bald beard beautiful blonde curly/dark/straight/wavy/short/long hair handsome headscarf moustache short/tall slim thin young/middle aged/old |
| **32. HAFTA****11-15 MAYIS** | 2 saat | 9- My Friends | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Poems Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Colorin | **Listening E4.9.L1. Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). E4.9.L2. Students will be able to understand short oral texts about possessions. Speaking E4.9.S1. Students will be able to describe their friends and other people (family members, teachers, etc.). E4.9.S2. Students will be able to ask and answer questions about other people’s physical characteristics. E4.9.S3. Students will be able to talk about possessions.** | Describing people (Making simple inquiries) Does s/he have blonde hair? What does s/he look like? She is tall and slim. He is young and thin. He has dark hair. She is short and has a blue headscarf. Talking about possessions I have brown hair. S/he has brown eyes. He has curly hair and a moustache. My/your hair is short. Her/his legs are very long. bald beard beautiful blonde curly/dark/straight/wavy/short/long hair handsome headscarf moustache short/tall slim thin young/middle aged/old |
| **33. HAFTA****18-22 MAYIS** | 2 saat | 9- My Friends | Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Poems Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Colorin | **Listening E4.9.L1. Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). E4.9.L2. Students will be able to understand short oral texts about possessions. Speaking E4.9.S1. Students will be able to describe their friends and other people (family members, teachers, etc.). E4.9.S2. Students will be able to ask and answer questions about other people’s physical characteristics. E4.9.S3. Students will be able to talk about possessions.** | Describing people (Making simple inquiries) Does s/he have blonde hair? What does s/he look like? She is tall and slim. He is young and thin. He has dark hair. She is short and has a blue headscarf. Talking about possessions I have brown hair. S/he has brown eyes. He has curly hair and a moustache. My/your hair is short. Her/his legs are very long. bald beard beautiful blonde curly/dark/straight/wavy/short/long hair handsome headscarf moustache short/tall slim thin young/middle aged/old |
| **34. HAFTA****25-26 MAYIS** | 2 saat | 10- Food and Drinks | Contexts Advertisements / Captions Cartoons / Conversations Coupons / Illustrations Lists / Menus Posters Probes/Realia Rhymes / Signs Songs / Stories Tables / Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomim | **Listening E4.10.L1. Students will be able to recognize simple words and phrases about food and drinks. E4.10.L2. Students will be able to understand the offers about their basic needs. E4.10.L3. Students will be able to identify others’ needs and feelings in simple oral texts. Speaking E4.10.S1. Students will be able to talk about their basic needs and feelings. E4.10.S2. Students will be able to express others’ feelings and their needs.** | Making offers Do you want a sandwich? Want a sandwich? Would you like a sandwich? —No, thanks. I’m full. —Yes, please. What/How about an apple? —Not now, thanks. —No, thanks, maybe later. Expressing basic needs and feelings (Making simple inquiries) I want some milk, please. Are you hungry? —Yes, I am, and I want some ..., please. —No, I’m not hungry. —Yes, I feel hungry. Is s/he thirsty? —Yes, s/he is. / No, s/he isn’t. bread / butter cheese / coffee cupcake, -s fish and chips honey lemonade / marmalade milk / olive, -s pasta / salad soup / tea yoghurt now/later |
| **35. HAFTA****01-05 HAZİRAN** | 2 saat | 10- Food and Drinks | Contexts Advertisements / Captions Cartoons / Conversations Coupons / Illustrations Lists / Menus Posters Probes/Realia Rhymes / Signs Songs / Stories Tables / Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomim | **Listening E4.10.L1. Students will be able to recognize simple words and phrases about food and drinks. E4.10.L2. Students will be able to understand the offers about their basic needs. E4.10.L3. Students will be able to identify others’ needs and feelings in simple oral texts. Speaking E4.10.S1. Students will be able to talk about their basic needs and feelings. E4.10.S2. Students will be able to express others’ feelings and their needs.** | Making offers Do you want a sandwich? Want a sandwich? Would you like a sandwich? —No, thanks. I’m full. —Yes, please. What/How about an apple? —Not now, thanks. —No, thanks, maybe later. Expressing basic needs and feelings (Making simple inquiries) I want some milk, please. Are you hungry? —Yes, I am, and I want some ..., please. —No, I’m not hungry. —Yes, I feel hungry. Is s/he thirsty? —Yes, s/he is. / No, s/he isn’t. bread / butter cheese / coffee cupcake, -s fish and chips honey lemonade / marmalade milk / olive, -s pasta / salad soup / tea yoghurt now/later |
| **36. HAFTA****08-12 HAZİRAN** | 2 saat | 10- Food and Drinks | Contexts Advertisements / Captions Cartoons / Conversations Coupons / Illustrations Lists / Menus Posters Probes/Realia Rhymes / Signs Songs / Stories Tables / Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomim | **Listening E4.10.L1. Students will be able to recognize simple words and phrases about food and drinks. E4.10.L2. Students will be able to understand the offers about their basic needs. E4.10.L3. Students will be able to identify others’ needs and feelings in simple oral texts. Speaking E4.10.S1. Students will be able to talk about their basic needs and feelings. E4.10.S2. Students will be able to express others’ feelings and their needs.** | Making offers Do you want a sandwich? Want a sandwich? Would you like a sandwich? —No, thanks. I’m full. —Yes, please. What/How about an apple? —Not now, thanks. —No, thanks, maybe later. Expressing basic needs and feelings (Making simple inquiries) I want some milk, please. Are you hungry? —Yes, I am, and I want some ..., please. —No, I’m not hungry. —Yes, I feel hungry. Is s/he thirsty? —Yes, s/he is. / No, s/he isn’t. bread / butter cheese / coffee cupcake, -s fish and chips honey lemonade / marmalade milk / olive, -s pasta / salad soup / tea yoghurt now/later |
| **37. HAFTA****15-19 HAZİRAN** | 2 saat | 10- Food and Drinks | Contexts Advertisements / Captions Cartoons / Conversations Coupons / Illustrations Lists / Menus Posters Probes/Realia Rhymes / Signs Songs / Stories Tables / Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomim | **Listening E4.10.L1. Students will be able to recognize simple words and phrases about food and drinks. E4.10.L2. Students will be able to understand the offers about their basic needs. E4.10.L3. Students will be able to identify others’ needs and feelings in simple oral texts. Speaking E4.10.S1. Students will be able to talk about their basic needs and feelings. E4.10.S2. Students will be able to express others’ feelings and their needs.** | Making offers Do you want a sandwich? Want a sandwich? Would you like a sandwich? —No, thanks. I’m full. —Yes, please. What/How about an apple? —Not now, thanks. —No, thanks, maybe later. Expressing basic needs and feelings (Making simple inquiries) I want some milk, please. Are you hungry? —Yes, I am, and I want some ..., please. —No, I’m not hungry. —Yes, I feel hungry. Is s/he thirsty? —Yes, s/he is. / No, s/he isn’t. bread / butter cheese / coffee cupcake, -s fish and chips honey lemonade / marmalade milk / olive, -s pasta / salad soup / tea yoghurt now/later |
| **38. HAFTA****22-26 HAZİRAN** | 2 saat |  |  | **YIL SONU FAALİYET HAFTASI** |  |

Not: Bu plan www.ingilizceciyiz.com sitesinden indirilmiş ve 2025-2026 için düzenleme yapılmıştır.

<https://evraksepeti.com/>



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