2024/2025 EĞİTİM-ÖĞRETİM YILI Okul adi 6. SINIF İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK PLANI

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| **Date** | **Hours** | **Theme** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **1. hafta**  **09-15 Eylül** | 3 saat | Unit 1: Life | Describing what people do regularly (Making simple inquiries) What do you do at/after school? —I do my homework. —I play football on Wednesdays. —I finish all my homework. —I go to my step dance class. What does s/he do at/after school? —S/he listens to the teacher. —S/he helps her/his mother. —S/he rests after school. Telling the time and dates What time is it? / What is the time? —It’s five p.m. —It’s quarter past five. —It’s ten to nine. —It’s twenty past three. What is the date today? —11 August 2016. attend diary, -ies rest run errands take ... ... a nap ... care of something ... courses visit ... ... friends ... my aunt/uncle. traditional/folk dance | **"Listening E6.1.L1. Students will be able to recognize phrases, words, and expressions related to repeated actions. Spoken Interaction E6.1.SI1. Students will be able to talk about repeated actions. Spoken Production E6.1.SP1. Students will be able to use a series of phrases and simple expressions to express their repeated actions. E6.1.SP2. Students will be able to tell the time and dates. Reading E6.1.R1. Students will be able to understand short and simple texts, such as personal narratives about repeated actions."** | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Trans | 15 Temmuz Demokrasi ve Millî Birlik Günü |
| **2. hafta**  **16-22 Eylül** | 3 saat | Unit 1: Life | Describing what people do regularly (Making simple inquiries) What do you do at/after school? —I do my homework. —I play football on Wednesdays. —I finish all my homework. —I go to my step dance class. What does s/he do at/after school? —S/he listens to the teacher. —S/he helps her/his mother. —S/he rests after school. Telling the time and dates What time is it? / What is the time? —It’s five p.m. —It’s quarter past five. —It’s ten to nine. —It’s twenty past three. What is the date today? —11 August 2016. attend diary, -ies rest run errands take ... ... a nap ... care of something ... courses visit ... ... friends ... my aunt/uncle. traditional/folk dance | **"Listening E6.1.L1. Students will be able to recognize phrases, words, and expressions related to repeated actions. Spoken Interaction E6.1.SI1. Students will be able to talk about repeated actions. Spoken Production E6.1.SP1. Students will be able to use a series of phrases and simple expressions to express their repeated actions. E6.1.SP2. Students will be able to tell the time and dates. Reading E6.1.R1. Students will be able to understand short and simple texts, such as personal narratives about repeated actions."** | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Trans | İlköğretim Haftası (Eylül ayının 3. haftası) |
| **3. hafta**  **23-29 Eylül** | 3 saat | Unit 1: Life | Describing what people do regularly (Making simple inquiries) What do you do at/after school? —I do my homework. —I play football on Wednesdays. —I finish all my homework. —I go to my step dance class. What does s/he do at/after school? —S/he listens to the teacher. —S/he helps her/his mother. —S/he rests after school. Telling the time and dates What time is it? / What is the time? —It’s five p.m. —It’s quarter past five. —It’s ten to nine. —It’s twenty past three. What is the date today? —11 August 2016. attend diary, -ies rest run errands take ... ... a nap ... care of something ... courses visit ... ... friends ... my aunt/uncle. traditional/folk dance | **"Listening E6.1.L1. Students will be able to recognize phrases, words, and expressions related to repeated actions. Spoken Interaction E6.1.SI1. Students will be able to talk about repeated actions. Spoken Production E6.1.SP1. Students will be able to use a series of phrases and simple expressions to express their repeated actions. E6.1.SP2. Students will be able to tell the time and dates. Reading E6.1.R1. Students will be able to understand short and simple texts, such as personal narratives about repeated actions."** | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Trans |  |
| **4. hafta**  **30 Eylül-06 Ekim** | 3 saat | Unit 1: Life | Describing what people do regularly (Making simple inquiries) What do you do at/after school? —I do my homework. —I play football on Wednesdays. —I finish all my homework. —I go to my step dance class. What does s/he do at/after school? —S/he listens to the teacher. —S/he helps her/his mother. —S/he rests after school. Telling the time and dates What time is it? / What is the time? —It’s five p.m. —It’s quarter past five. —It’s ten to nine. —It’s twenty past three. What is the date today? —11 August 2016. attend diary, -ies rest run errands take ... ... a nap ... care of something ... courses visit ... ... friends ... my aunt/uncle. traditional/folk dance | **"Listening E6.1.L1. Students will be able to recognize phrases, words, and expressions related to repeated actions. Spoken Interaction E6.1.SI1. Students will be able to talk about repeated actions. Spoken Production E6.1.SP1. Students will be able to use a series of phrases and simple expressions to express their repeated actions. E6.1.SP2. Students will be able to tell the time and dates. Reading E6.1.R1. Students will be able to understand short and simple texts, such as personal narratives about repeated actions."** | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Trans | Hayvanları Koruma Günü (4 Ekim) |
| **5. hafta**  **07-13 Ekim** | 3 saat | Unit 2: Yummy Breakfast | Accepting and refusing Can I have some cheese? —Sure. —No, it’s all gone. Do you want some tea? —Yes, please. —No, thanks. I don’t like tea. —No, thanks. I don’t want any tea. Describing what people do regularly I eat honey and butter in the mornings. Expressing likes and dislikes Yummy! I love/like muffins! I don’t like junk food. It’s my favorite! Enjoy it! bagel, -s butter cereal croissant, -s egg, -s fruit/orange/apple/… juice jam junk food muffin, -s pancake, -s sausage, -s nutritious tea/coffee/milk | **Listening E6.2.L1. Students will be able to identify the names of different food in an oral text. Spoken Interaction E6.2.SI1. Students will be able to ask people about their food preferences. Spoken Production E6.2.SP1. Students will be able to express their opinions about the food they like and don’t like. Reading E6.2.R1. Students will be able to understand short and simple texts about food and preferences. E6.2.R2. Students will be able to understand the label of food products.** | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labelin |  |
| **6. hafta**  **14-20 Ekim** | 3 saat | Unit 2: Yummy Breakfast | Accepting and refusing Can I have some cheese? —Sure. —No, it’s all gone. Do you want some tea? —Yes, please. —No, thanks. I don’t like tea. —No, thanks. I don’t want any tea. Describing what people do regularly I eat honey and butter in the mornings. Expressing likes and dislikes Yummy! I love/like muffins! I don’t like junk food. It’s my favorite! Enjoy it! bagel, -s butter cereal croissant, -s egg, -s fruit/orange/apple/… juice jam junk food muffin, -s pancake, -s sausage, -s nutritious tea/coffee/milk | **Listening E6.2.L1. Students will be able to identify the names of different food in an oral text. Spoken Interaction E6.2.SI1. Students will be able to ask people about their food preferences. Spoken Production E6.2.SP1. Students will be able to express their opinions about the food they like and don’t like. Reading E6.2.R1. Students will be able to understand short and simple texts about food and preferences. E6.2.R2. Students will be able to understand the label of food products.** | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labelin |  |
| **7. hafta**  **21-27 Ekim** | 3 saat | Unit 2: Yummy Breakfast | Accepting and refusing Can I have some cheese? —Sure. —No, it’s all gone. Do you want some tea? —Yes, please. —No, thanks. I don’t like tea. —No, thanks. I don’t want any tea. Describing what people do regularly I eat honey and butter in the mornings. Expressing likes and dislikes Yummy! I love/like muffins! I don’t like junk food. It’s my favorite! Enjoy it! bagel, -s butter cereal croissant, -s egg, -s fruit/orange/apple/… juice jam junk food muffin, -s pancake, -s sausage, -s nutritious tea/coffee/milk | **Listening E6.2.L1. Students will be able to identify the names of different food in an oral text. Spoken Interaction E6.2.SI1. Students will be able to ask people about their food preferences. Spoken Production E6.2.SP1. Students will be able to express their opinions about the food they like and don’t like. Reading E6.2.R1. Students will be able to understand short and simple texts about food and preferences. E6.2.R2. Students will be able to understand the label of food products.** | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labelin |  |
| **8. hafta**  **28 Ekim-03 Kasım** | 3 saat | Unit 2: Yummy Breakfast | Accepting and refusing Can I have some cheese? —Sure. —No, it’s all gone. Do you want some tea? —Yes, please. —No, thanks. I don’t like tea. —No, thanks. I don’t want any tea. Describing what people do regularly I eat honey and butter in the mornings. Expressing likes and dislikes Yummy! I love/like muffins! I don’t like junk food. It’s my favorite! Enjoy it! bagel, -s butter cereal croissant, -s egg, -s fruit/orange/apple/… juice jam junk food muffin, -s pancake, -s sausage, -s nutritious tea/coffee/milk | **CENTRAL EXAMINATION SYSTEM Listening E6.2.L1. Students will be able to identify the names of different food in an oral text. Spoken Interaction E6.2.SI1. Students will be able to ask people about their food preferences. Spoken Production E6.2.SP1. Students will be able to express their opinions about the food they like and don’t like. Reading E6.2.R1. Students will be able to understand short and simple texts about food and preferences. E6.2.R2. Students will be able to understand the label of food products.** | Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labelin | 29 Ekim Cumhuriyet Bayramı - Kızılay Haftası(29 Ekim-4 Kasım) |
| **9. hafta**  **04-10 Kasım** | 3 saat | Unit 3: Downtown | Describing places (Making comparisons) Downtown is busier on Mondays. A skyscraper is higher than a school building. Which city is more beautiful? New York or Istanbul? The street is more crowded than the park. Describing what people are doing now (Making simple inquiries) What is s/he doing now/at the moment? —S/he is feeding the street cats. —Feeding? —Yes, s/he is. What is s/he doing right now? —S/he’s reading a book right now. busy crowded downtown feed hometown high kiosk, -s sell skyscraper, -s street town, -s traffic jam | **Listening E6.3.L1. Students will be able to identify expressions and phrases related to present events. E6.3.L2. Students will be able to pick up the expressions in a dialogue comparing things. Spoken Interaction E6.3.SI1. Students will be able to ask people questions about what they are doing at the moment. E6.3.SI2. Students will be able to ask people to compare things. Spoken Production E6.3.SP1. Students will be able to describe people doing different actions. E6.3.SP2. Students will be able to make comparisons between two things. Reading E6.3.R1. Students will be able to understand visually supported, short and simple texts.** | Contexts Brochures Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Games Labeling Matching 1ST EXAM Assignments | 10 Kasım Atatürk'ü Anma Günü |
| **10. hafta**  **11-17 Kasım** |  |  |  | **ARA TATİL** |  |  |
| **11. hafta**  **18-24 Kasım** | 3 saat | Unit 3: Downtown | Describing places (Making comparisons) Downtown is busier on Mondays. A skyscraper is higher than a school building. Which city is more beautiful? New York or Istanbul? The street is more crowded than the park. Describing what people are doing now (Making simple inquiries) What is s/he doing now/at the moment? —S/he is feeding the street cats. —Feeding? —Yes, s/he is. What is s/he doing right now? —S/he’s reading a book right now. busy crowded downtown feed hometown high kiosk, -s sell skyscraper, -s street town, -s traffic jam | **Listening E6.3.L1. Students will be able to identify expressions and phrases related to present events. E6.3.L2. Students will be able to pick up the expressions in a dialogue comparing things. Spoken Interaction E6.3.SI1. Students will be able to ask people questions about what they are doing at the moment. E6.3.SI2. Students will be able to ask people to compare things. Spoken Production E6.3.SP1. Students will be able to describe people doing different actions. E6.3.SP2. Students will be able to make comparisons between two things. Reading E6.3.R1. Students will be able to understand visually supported, short and simple texts.** | Contexts Brochures Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Games Labeling Matching 1ST EXAM Assignments | 24 Kasım Öğretmenler Günü |
| **12. hafta**  **25 Kasım-01 Aralık** | 3 saat | Unit 3: Downtown | Describing places (Making comparisons) Downtown is busier on Mondays. A skyscraper is higher than a school building. Which city is more beautiful? New York or Istanbul? The street is more crowded than the park. Describing what people are doing now (Making simple inquiries) What is s/he doing now/at the moment? —S/he is feeding the street cats. —Feeding? —Yes, s/he is. What is s/he doing right now? —S/he’s reading a book right now. busy crowded downtown feed hometown high kiosk, -s sell skyscraper, -s street town, -s traffic jam | **Listening E6.3.L1. Students will be able to identify expressions and phrases related to present events. E6.3.L2. Students will be able to pick up the expressions in a dialogue comparing things. Spoken Interaction E6.3.SI1. Students will be able to ask people questions about what they are doing at the moment. E6.3.SI2. Students will be able to ask people to compare things. Spoken Production E6.3.SP1. Students will be able to describe people doing different actions. E6.3.SP2. Students will be able to make comparisons between two things. Reading E6.3.R1. Students will be able to understand visually supported, short and simple texts.** | Contexts Brochures Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Games Labeling Matching 1ST EXAM Assignments |  |
| **13. hafta**  **02-08 Aralık** | 3 saat | Unit 3: Downtown | Describing places (Making comparisons) Downtown is busier on Mondays. A skyscraper is higher than a school building. Which city is more beautiful? New York or Istanbul? The street is more crowded than the park. Describing what people are doing now (Making simple inquiries) What is s/he doing now/at the moment? —S/he is feeding the street cats. —Feeding? —Yes, s/he is. What is s/he doing right now? —S/he’s reading a book right now. busy crowded downtown feed hometown high kiosk, -s sell skyscraper, -s street town, -s traffic jam | **Listening E6.3.L1. Students will be able to identify expressions and phrases related to present events. E6.3.L2. Students will be able to pick up the expressions in a dialogue comparing things. Spoken Interaction E6.3.SI1. Students will be able to ask people questions about what they are doing at the moment. E6.3.SI2. Students will be able to ask people to compare things. Spoken Production E6.3.SP1. Students will be able to describe people doing different actions. E6.3.SP2. Students will be able to make comparisons between two things. Reading E6.3.R1. Students will be able to understand visually supported, short and simple texts.** | Contexts Brochures Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Games Labeling Matching 1ST EXAM Assignments | Dünya Engelliler Günü (3 Aralık) |
| **14. hafta**  **09-15 Aralık** | 3 saat | Unit 4: Weather and Emotions | Describing the weather What’s the weather like? —It’s foggy. —It’s very cold. It is 2 degrees Celsius! —It is stormy. I feel scared. —It’s not snowy in the desert. It is dry. Making simple inquiries —I don’t get it. Can you repeat that, please? Expressing emotions I feel … anxious moody sleepy cloudy fabulous freezing hailing lightning stormy windy | **Listening E6.4.L1. Students will be able to pick up specific information from short oral texts about weather conditions and emotions. Spoken Interaction E6.4.SI1. Students will be able to ask people about the weather. Spoken Production E6.4.SP1. Students will be able to talk about the weather and their emotions in a simple way. Reading E6.4.R1. Students will be able to understand short and simple texts about the weather, weather conditions and emotios.** | Contexts Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Ma | İnsan Hakları ve Demokrasi Haftası (10 Aralık gününü içine alan hafta)-Tutum, Yatırım ve Türk Malları Haftası (12-18 Aralık) |
| **15. hafta**  **16-22 Aralık** | 3 saat | Unit 4: Weather and Emotions | Describing the weather What’s the weather like? —It’s foggy. —It’s very cold. It is 2 degrees Celsius! —It is stormy. I feel scared. —It’s not snowy in the desert. It is dry. Making simple inquiries —I don’t get it. Can you repeat that, please? Expressing emotions I feel … anxious moody sleepy cloudy fabulous freezing hailing lightning stormy windy | **Listening E6.4.L1. Students will be able to pick up specific information from short oral texts about weather conditions and emotions. Spoken Interaction E6.4.SI1. Students will be able to ask people about the weather. Spoken Production E6.4.SP1. Students will be able to talk about the weather and their emotions in a simple way. Reading E6.4.R1. Students will be able to understand short and simple texts about the weather, weather conditions and emotios.** | Contexts Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Ma |  |
| **16. hafta**  **23-29 Aralık** | 3 saat | Unit 4: Weather and Emotions | Describing the weather What’s the weather like? —It’s foggy. —It’s very cold. It is 2 degrees Celsius! —It is stormy. I feel scared. —It’s not snowy in the desert. It is dry. Making simple inquiries —I don’t get it. Can you repeat that, please? Expressing emotions I feel … anxious moody sleepy cloudy fabulous freezing hailing lightning stormy windy | **Listening E6.4.L1. Students will be able to pick up specific information from short oral texts about weather conditions and emotions. Spoken Interaction E6.4.SI1. Students will be able to ask people about the weather. Spoken Production E6.4.SP1. Students will be able to talk about the weather and their emotions in a simple way. Reading E6.4.R1. Students will be able to understand short and simple texts about the weather, weather conditions and emotios.** | Contexts Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Ma |  |
| **17. hafta**  **30 Aralık-05 Ocak** | 3 saat | Unit 4: Weather and Emotions | Describing the weather What’s the weather like? —It’s foggy. —It’s very cold. It is 2 degrees Celsius! —It is stormy. I feel scared. —It’s not snowy in the desert. It is dry. Making simple inquiries —I don’t get it. Can you repeat that, please? Expressing emotions I feel … anxious moody sleepy cloudy fabulous freezing hailing lightning stormy windy | **CENTRAL EXAMINATION SYSTEM Listening E6.4.L1. Students will be able to pick up specific information from short oral texts about weather conditions and emotions. Spoken Interaction E6.4.SI1. Students will be able to ask people about the weather. Spoken Production E6.4.SP1. Students will be able to talk about the weather and their emotions in a simple way. Reading E6.4.R1. Students will be able to understand short and simple texts about the weather, weather conditions and emotios.** | Contexts Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Ma |  |
| **18. hafta**  **06-12 Ocak** | 3 saat | Unit 5: At the Fair | Describing places There are many fun things at the fair. —Roller coasters are crazy! Expressing feelings —I think they are frightening. Expressing likes and dislikes —I agree. I like the roller coaster very much. —I like the train ride. It is fun. —I hate bumper cars. They are boring. —I think a ghost train is more frightening than the roller coaster. Stating personal opinions What do you think about fairs? —I think they are exciting places. —I disagree. I think they are fun. amazing boring bumper car, -s carnival carrousel, -s crazy dull exciting fantastic ferris wheel ghost train, -s horrible interesting roller coaster, -s terrifying thrilling | **Listening E6.5.L1. Students will be able to recognize the words related to the expression of emotions. Spoken Interaction E6.5.SI1. Students will be able to talk about and express the feelings and personal opinions about places and things. Spoken Production E6.5.SP1. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. Reading E6.5.R1. Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. E6.5.R2. Students will be able to read specific information on a poster about a certain place.** | Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Posters Songs Stories Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Informa |  |
| **19. hafta**  **13-19 Ocak** | 3 saat | Unit 5: At the Fair | Describing places There are many fun things at the fair. —Roller coasters are crazy! Expressing feelings —I think they are frightening. Expressing likes and dislikes —I agree. I like the roller coaster very much. —I like the train ride. It is fun. —I hate bumper cars. They are boring. —I think a ghost train is more frightening than the roller coaster. Stating personal opinions What do you think about fairs? —I think they are exciting places. —I disagree. I think they are fun. amazing boring bumper car, -s carnival carrousel, -s crazy dull exciting fantastic ferris wheel ghost train, -s horrible interesting roller coaster, -s terrifying thrilling | **Listening E6.5.L1. Students will be able to recognize the words related to the expression of emotions. Spoken Interaction E6.5.SI1. Students will be able to talk about and express the feelings and personal opinions about places and things. Spoken Production E6.5.SP1. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. Reading E6.5.R1. Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. E6.5.R2. Students will be able to read specific information on a poster about a certain place.** | Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Posters Songs Stories Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Informa |  |
| **20. hafta**  **20-26 Ocak** |  |  |  | **YARIYIL TATİLİ** |  |  |
| **21. hafta**  **27 Ocak-02 Şubat** |  |  |  | **YARIYIL TATİLİ** |  |  |
| **22. hafta**  **03-09 Şubat** | 3 saat | Unit 5: At the Fair | Describing places There are many fun things at the fair. —Roller coasters are crazy! Expressing feelings —I think they are frightening. Expressing likes and dislikes —I agree. I like the roller coaster very much. —I like the train ride. It is fun. —I hate bumper cars. They are boring. —I think a ghost train is more frightening than the roller coaster. Stating personal opinions What do you think about fairs? —I think they are exciting places. —I disagree. I think they are fun. amazing boring bumper car, -s carnival carrousel, -s crazy dull exciting fantastic ferris wheel ghost train, -s horrible interesting roller coaster, -s terrifying thrilling | **Listening E6.5.L1. Students will be able to recognize the words related to the expression of emotions. Spoken Interaction E6.5.SI1. Students will be able to talk about and express the feelings and personal opinions about places and things. Spoken Production E6.5.SP1. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. Reading E6.5.R1. Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. E6.5.R2. Students will be able to read specific information on a poster about a certain place.** | Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Posters Songs Stories Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Informa |  |
| **23. hafta**  **10-16 Şubat** | 3 saat | Unit 5: At the Fair | Describing places There are many fun things at the fair. —Roller coasters are crazy! Expressing feelings —I think they are frightening. Expressing likes and dislikes —I agree. I like the roller coaster very much. —I like the train ride. It is fun. —I hate bumper cars. They are boring. —I think a ghost train is more frightening than the roller coaster. Stating personal opinions What do you think about fairs? —I think they are exciting places. —I disagree. I think they are fun. amazing boring bumper car, -s carnival carrousel, -s crazy dull exciting fantastic ferris wheel ghost train, -s horrible interesting roller coaster, -s terrifying thrilling | **Listening E6.5.L1. Students will be able to recognize the words related to the expression of emotions. Spoken Interaction E6.5.SI1. Students will be able to talk about and express the feelings and personal opinions about places and things. Spoken Production E6.5.SP1. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. Reading E6.5.R1. Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. E6.5.R2. Students will be able to read specific information on a poster about a certain place.** | Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Posters Songs Stories Videos Tasks/Activities Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Informa |  |
| **24. hafta**  **17-23 Şubat** | 3 saat | Unit 6: Occupations | Talking about occupations What does your uncle do? —He’s a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can’t! What can you do? —I can make dresses. I can cut and sew fabric. Asking personal questions Was s/he in İstanbul last week? Were you at school yesterday? When were you born? Where was s/he born? Telling the time, days and dates —S/he was in İstanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s | **Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates. Spoken Interaction E6.6.SI1. Students will be able to talk about occupations. Spoken Production E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates. Reading E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates. Writing E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.** | Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matchin |  |
| **25. hafta**  **24 Şubat-02 Mart** | 3 saat | Unit 6: Occupations | Talking about occupations What does your uncle do? —He’s a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can’t! What can you do? —I can make dresses. I can cut and sew fabric. Asking personal questions Was s/he in İstanbul last week? Were you at school yesterday? When were you born? Where was s/he born? Telling the time, days and dates —S/he was in İstanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s | **Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates. Spoken Interaction E6.6.SI1. Students will be able to talk about occupations. Spoken Production E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates. Reading E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates. Writing E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.** | Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matchin | Yeşilay Haftası (1 Mart gününü içine alan hafta) |
| **26. hafta**  **03-09 Mart** | 3 saat | Unit 6: Occupations | Talking about occupations What does your uncle do? —He’s a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can’t! What can you do? —I can make dresses. I can cut and sew fabric. Asking personal questions Was s/he in İstanbul last week? Were you at school yesterday? When were you born? Where was s/he born? Telling the time, days and dates —S/he was in İstanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s | **Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates. Spoken Interaction E6.6.SI1. Students will be able to talk about occupations. Spoken Production E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates. Reading E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates. Writing E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.** | Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matchin |  |
| **27. hafta**  **10-16 Mart** | 3 saat | Unit 6: Occupations | Talking about occupations What does your uncle do? —He’s a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can’t! What can you do? —I can make dresses. I can cut and sew fabric. Asking personal questions Was s/he in İstanbul last week? Were you at school yesterday? When were you born? Where was s/he born? Telling the time, days and dates —S/he was in İstanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s | **Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates. Spoken Interaction E6.6.SI1. Students will be able to talk about occupations. Spoken Production E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates. Reading E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates. Writing E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.** | Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Matchin | İstiklâl Marşı’nın Kabulü ve Mehmet Akif Ersoy’u Anma Günü (12 Mart) |
| **28. hafta**  **17-23 Mart** | 3 saat | Unit 7: Holidays | "Talking about past events (Making simple inquiries) What did you do in your holiday? —I played with my friends, and I learned skiing. —My brother and I climbed trees and picked fruit. I enjoyed it. —We walked in the forest yesterday. What did s/he do in the holiday? —S/he studied English. —S/he visited her/his grandparents last week. forest, -s flower, -s fruit lake, -s mountain, -s pick river, -s sailing seaside sightseeing skiing snowball snowman tree, -s" | **"Listening E6.7.L1. Students will be able to spot the activities about holidays in oral texts. Spoken Interaction E6.7.SI1. Students will be able to talk about their holidays. Spoken Production E6.7.SP1. Students will be able to describe past activities and personal experiences. Reading E6.7.R1. Students will be able to understand short, simple sentences and expressions related to past activities. Writing E6.7.W1. Students will be able to write short and simple pieces in various forms about holidays."** | "Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Making Puppets Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • 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." |  |
| **29. hafta**  **24-30 Mart** | 3 saat | Unit 7: Holidays | "Talking about past events (Making simple inquiries) What did you do in your holiday? —I played with my friends, and I learned skiing. —My brother and I climbed trees and picked fruit. I enjoyed it. —We walked in the forest yesterday. What did s/he do in the holiday? —S/he studied English. —S/he visited her/his grandparents last week. forest, -s flower, -s fruit lake, -s mountain, -s pick river, -s sailing seaside sightseeing skiing snowball snowman tree, -s" | **CENTRAL EXAMINATION SYSTEM "Listening E6.7.L1. Students will be able to spot the activities about holidays in oral texts. Spoken Interaction E6.7.SI1. Students will be able to talk about their holidays. Spoken Production E6.7.SP1. Students will be able to describe past activities and personal experiences. Reading E6.7.R1. Students will be able to understand short, simple sentences and expressions related to past activities. Writing E6.7.W1. Students will be able to write short and simple pieces in various forms about holidays."** | "Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Making Puppets Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • 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." |  |
| **30. hafta**  **31 Mart-06 Nisan** |  |  |  | **ARA TATİL** |  |  |
| **31. hafta**  **07-13 Nisan** | 3 saat | Unit 7: Holidays | "Talking about past events (Making simple inquiries) What did you do in your holiday? —I played with my friends, and I learned skiing. —My brother and I climbed trees and picked fruit. I enjoyed it. —We walked in the forest yesterday. What did s/he do in the holiday? —S/he studied English. —S/he visited her/his grandparents last week. forest, -s flower, -s fruit lake, -s mountain, -s pick river, -s sailing seaside sightseeing skiing snowball snowman tree, -s" | **"Listening E6.7.L1. Students will be able to spot the activities about holidays in oral texts. Spoken Interaction E6.7.SI1. Students will be able to talk about their holidays. Spoken Production E6.7.SP1. Students will be able to describe past activities and personal experiences. Reading E6.7.R1. Students will be able to understand short, simple sentences and expressions related to past activities. Writing E6.7.W1. Students will be able to write short and simple pieces in various forms about holidays."** | "Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Postcards Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Making Puppets Matching Labeling Questions and Answers Reordering Storytelling True/False/No information Assignments • 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." |  |
| **32. hafta**  **14-20 Nisan** | 3 saat | Unit 8: Bookworms | Talking about locations of things and people Where is s/he? —S/he is in front of/next to/near/ behind/between/under/over ... I can’t find my book. Can you help me? —Look! It is under the bed. Talking about past events What happened in the library yesterday? —I read important books. —I found some interesting information in the magazines. —I looked up/for some dictionaries. author/writer borrow/lend bookshelf dictionary e-book important information library look at/for/up magazine newspaper novel poetry story | **Listening E6.8.L1. Students will be able to listen to the instructions and locate things. E6.8.L2. Students will be able to understand past events in oral texts. Spoken Interaction E6.8.SI1. Students will be able to talk about the locations of people and things. E6.8.SI2. Students will be able to talk about past events with definite time. Spoken Production E6.8.SP1. Students will be able to describe the locations of people and things. E6.8.SP2. Students will be able to describe past events with definite time. Reading E6.8.R1. Students will be able to understand short, simple sentences and expressions about past events with definite time. Writing E6.8.W1. Students will be able to write about past events with definite time. E6.8.W2. Students will be able to write about the locations of people and things.** | Contexts Brochures Captions Cartoons Conversations Illustrations Magazines Probes/Realia Podcasts Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information |  |
| **33. hafta**  **21-27 Nisan** | 3 saat | Unit 8: Bookworms | Talking about locations of things and people Where is s/he? —S/he is in front of/next to/near/ behind/between/under/over ... I can’t find my book. Can you help me? —Look! It is under the bed. Talking about past events What happened in the library yesterday? —I read important books. —I found some interesting information in the magazines. —I looked up/for some dictionaries. author/writer borrow/lend bookshelf dictionary e-book important information library look at/for/up magazine newspaper novel poetry story | **Listening E6.8.L1. Students will be able to listen to the instructions and locate things. E6.8.L2. Students will be able to understand past events in oral texts. Spoken Interaction E6.8.SI1. Students will be able to talk about the locations of people and things. E6.8.SI2. Students will be able to talk about past events with definite time. Spoken Production E6.8.SP1. Students will be able to describe the locations of people and things. E6.8.SP2. Students will be able to describe past events with definite time. Reading E6.8.R1. Students will be able to understand short, simple sentences and expressions about past events with definite time. Writing E6.8.W1. Students will be able to write about past events with definite time. E6.8.W2. Students will be able to write about the locations of people and things.** | Contexts Brochures Captions Cartoons Conversations Illustrations Magazines Probes/Realia Podcasts Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information | 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı |
| **34. hafta**  **28 Nisan-04 Mayıs** | 3 saat | Unit 8: Bookworms | Talking about locations of things and people Where is s/he? —S/he is in front of/next to/near/ behind/between/under/over ... I can’t find my book. Can you help me? —Look! It is under the bed. Talking about past events What happened in the library yesterday? —I read important books. —I found some interesting information in the magazines. —I looked up/for some dictionaries. author/writer borrow/lend bookshelf dictionary e-book important information library look at/for/up magazine newspaper novel poetry story | **Listening E6.8.L1. Students will be able to listen to the instructions and locate things. E6.8.L2. Students will be able to understand past events in oral texts. Spoken Interaction E6.8.SI1. Students will be able to talk about the locations of people and things. E6.8.SI2. Students will be able to talk about past events with definite time. Spoken Production E6.8.SP1. Students will be able to describe the locations of people and things. E6.8.SP2. Students will be able to describe past events with definite time. Reading E6.8.R1. Students will be able to understand short, simple sentences and expressions about past events with definite time. Writing E6.8.W1. Students will be able to write about past events with definite time. E6.8.W2. Students will be able to write about the locations of people and things.** | Contexts Brochures Captions Cartoons Conversations Illustrations Magazines Probes/Realia Podcasts Posters Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information |  |
| **35. hafta**  **05-11 Mayıs** | 3 saat | Unit 9: Saving the Planet | Giving and responding to simple suggestions What should we do to save our world? —We should save energy. —We can use less water and electricity. —We should recycle the batteries. —We should not harm animals. —Turn off the lights. —Don’t waste water. —Unplug the TV. air/water/noise pollution cut down damage garbage electrical device, -s harm litter plug (unplug) recycle rubbish reduce save trash waste | **Listening E6.9.L1. Students will be able to recognize appropriate attitudes to save energy and to protect the environment. E6.9.L2. Students will be able to understand suggestions related to the protection of the environment in simple oral texts. Spoken Interaction E6.9.SI1. Students will be able to give each other suggestions about the protection of the environment. Spoken Production E6.9.SP1. Students will be able to talk to people about the protection of the environment. Reading E6.9.R1. Students will be able to understand the texts about the protection of the environment. E6.9.R2. Students will be able to follow short, simple written instructions. Writing E6.9.W1. Students will be able to write simple pieces about the protection of the environment.** | Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Posters Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/O |  |
| **36. hafta**  **12-18 Mayıs** | 3 saat | Unit 9: Saving the Planet | Giving and responding to simple suggestions What should we do to save our world? —We should save energy. —We can use less water and electricity. —We should recycle the batteries. —We should not harm animals. —Turn off the lights. —Don’t waste water. —Unplug the TV. air/water/noise pollution cut down damage garbage electrical device, -s harm litter plug (unplug) recycle rubbish reduce save trash waste | **Listening E6.9.L1. Students will be able to recognize appropriate attitudes to save energy and to protect the environment. E6.9.L2. Students will be able to understand suggestions related to the protection of the environment in simple oral texts. Spoken Interaction E6.9.SI1. Students will be able to give each other suggestions about the protection of the environment. Spoken Production E6.9.SP1. Students will be able to talk to people about the protection of the environment. Reading E6.9.R1. Students will be able to understand the texts about the protection of the environment. E6.9.R2. Students will be able to follow short, simple written instructions. Writing E6.9.W1. Students will be able to write simple pieces about the protection of the environment.** | Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Posters Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/O | Engelliler Haftası (10-16 Mayıs) |
| **37. hafta**  **19-25 Mayıs** | 3 saat | Unit 9: Saving the Planet | Giving and responding to simple suggestions What should we do to save our world? —We should save energy. —We can use less water and electricity. —We should recycle the batteries. —We should not harm animals. —Turn off the lights. —Don’t waste water. —Unplug the TV. air/water/noise pollution cut down damage garbage electrical device, -s harm litter plug (unplug) recycle rubbish reduce save trash waste | **Listening E6.9.L1. Students will be able to recognize appropriate attitudes to save energy and to protect the environment. E6.9.L2. Students will be able to understand suggestions related to the protection of the environment in simple oral texts. Spoken Interaction E6.9.SI1. Students will be able to give each other suggestions about the protection of the environment. Spoken Production E6.9.SP1. Students will be able to talk to people about the protection of the environment. Reading E6.9.R1. Students will be able to understand the texts about the protection of the environment. E6.9.R2. Students will be able to follow short, simple written instructions. Writing E6.9.W1. Students will be able to write simple pieces about the protection of the environment.** | Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Posters Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/O | 19 Mayıs Atatürk'ü Anma Gençlik ve Spor Bayramı |
| **38. hafta**  **26 Mayıs-01 Haziran** | 3 saat | Unit 10: Democracy | Talking about stages of a procedure You should ... choose your candidate. talk about your plans/opinions. respect others. write the name of the candidate. fold the paper. put it into the ballot box. Making simple inquiries Are you a candidate? Who is your candidate? Do you support Ahmet in the election? Who do you support in the election? Talking about past events —We had an election in our school. —We elected our classroom president. —Our classroom president gave us a speech. ballot box, -es campaign, -s candidate, -s child/human right, -s election, -s fair law, -s make/give a speech president poll public respect republic vote | **CENTRAL EXAMINATION SYSTEM Listening E6.10.L1. Students will be able to recognize some key features related to the concept of democracy. Spoken Interaction E6.10.SI1. Students will be able to talk about the stages of classroom president polls. Spoken Production E6.10.SP1. Students will be able to give short descriptions of past and present events. E6.10.SP2. Students will be able to talk about the concept of democracy. Reading E6.10.R1. Students will be able to recognize familiar words and simple phrases related to the concept of democracy. Writing E6.10.W1. Students will be able to write simple pieces about concepts related to democracy.** | Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Postes Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opi |  |
| **39. hafta**  **02-08 Haziran** | 3 saat | Unit 10: Democracy | Talking about stages of a procedure You should ... choose your candidate. talk about your plans/opinions. respect others. write the name of the candidate. fold the paper. put it into the ballot box. Making simple inquiries Are you a candidate? Who is your candidate? Do you support Ahmet in the election? Who do you support in the election? Talking about past events —We had an election in our school. —We elected our classroom president. —Our classroom president gave us a speech. ballot box, -es campaign, -s candidate, -s child/human right, -s election, -s fair law, -s make/give a speech president poll public respect republic vote | **Listening E6.10.L1. Students will be able to recognize some key features related to the concept of democracy. Spoken Interaction E6.10.SI1. Students will be able to talk about the stages of classroom president polls. Spoken Production E6.10.SP1. Students will be able to give short descriptions of past and present events. E6.10.SP2. Students will be able to talk about the concept of democracy. Reading E6.10.R1. Students will be able to recognize familiar words and simple phrases related to the concept of democracy. Writing E6.10.W1. Students will be able to write simple pieces about concepts related to democracy.** | Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Postes Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opi |  |
| **40. hafta**  **09-15 Haziran** | 3 saat | Unit 10: Democracy | Talking about stages of a procedure You should ... choose your candidate. talk about your plans/opinions. respect others. write the name of the candidate. fold the paper. put it into the ballot box. Making simple inquiries Are you a candidate? Who is your candidate? Do you support Ahmet in the election? Who do you support in the election? Talking about past events —We had an election in our school. —We elected our classroom president. —Our classroom president gave us a speech. ballot box, -es campaign, -s candidate, -s child/human right, -s election, -s fair law, -s make/give a speech president poll public respect republic vote | **Listening E6.10.L1. Students will be able to recognize some key features related to the concept of democracy. Spoken Interaction E6.10.SI1. Students will be able to talk about the stages of classroom president polls. Spoken Production E6.10.SP1. Students will be able to give short descriptions of past and present events. E6.10.SP2. Students will be able to talk about the concept of democracy. Reading E6.10.R1. Students will be able to recognize familiar words and simple phrases related to the concept of democracy. Writing E6.10.W1. Students will be able to write simple pieces about concepts related to democracy.** | Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Postes Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opi |  |
| **41. hafta**  **16-22 Haziran** | 3 saat | SOCIAL ACTIVITIES | SOCIAL ACTIVITIES | **SOCIAL ACTIVITIES** | SOCIAL ACTIVITIES |  |
| **2024/2025 Eğitim-Öğretim Yılı Sonu** | | | | | | |

Zümre Öğretmenleri

Öğretmenler

**OLUR**

tarih

müdür

Okul Müdürü