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| **ANTALYA İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ**  **ÖRNEKTİR**  **2014-2015 EĞİTİM-ÖĞRETİM YILI ………………………..ORTAOKULU**  **ORTA 3. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | | |
| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** | |
| **SEPTEMBER** | **15-19.09.2014** |  | **UNIT 1**  ***Appearance and***  ***Personality*** | **Describing characters/people**  **Giving explanations/reasons**  **Making simple comparisons**  **Making simple inquiries**  **Listening**  • Students generally will be able to understand clear,  standard speech on appearance and personality, although  in a real life situation, they might have to ask for  repetition or reformulation.  **Spoken Interaction**  • Students will be able to ask and answer questions  about other people’s appearances and personalities.  **Spoken Production**  • Students will be able to talk about what people look like.  **Reading**  • Students will be able to understand a simple text about  appearances and personalities and make simple comparisons.  **Writing**  • Students will be able to write simple sentences and  phrases to compare two people.  **Compensation Strategies**  • Students will be able to relate new information to  visual concepts in memory via familiar, easily retrievable  visualizations.  **Attitudes**  • Students will be able to display a willingness to communicate   * with their peers in English. | attractive  clumsy  easy-going  forgetful  generous  honest  outgoing  overweight  punctual  selfish  slim  stubborn  thoughtful  well-built  What does your best friend look  like?  — She is attractive, with curly hair  and green eyes.  What is he like?  — He is slimmer than me and has  short and dark hair.  My cousin is more outgoing than  me; she has a lot of friends.  She can play basketball well because  she is taller than me. She also  practices often. | **Texts**  Diaries/Journal Entries  Illustrations  Jokes  Personal Narratives  Plays  Posters  Products  Questionnaires  Tables  **Activities**  Chants and Songs  Communicative Tasks  Drawing and Coloring  Listening  Matching  Questions and Answers  Reading Comprehension Questions  Skimming and Scanning  Speaking. | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | İlköğretim  Haftası | **Project**  • Students prepare a  poster of a famous  person they like.  They describe his/  her appearance and  personality.  **Dossier**  • Students start filling  in the European  Language Portfolio.  Ask students to bring  in their portfolios  from last year. | |
| **22-26.09.2014** |  |
| **OCTOBER** | **29.09/03.10.2014** |  |
| **08-10.10.2014** |  |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **OCTOBER** | **13-17.10.2014** | **4** | **UNIT 2**  ***Biographies*** | **Giving explanations/reasons**  **Making simple inquiries**  **Talking about past events**  **Telling the time, days and dates**  **Listening**  • Students will be able to recognize essential information  from short recorded passages dealing with past  events and dates.  **Spoken Interaction**  • Students will be able to make themselves understood  in a simple way when they talk about the past.  **Spoken Production**  • Students will be able to describe past activities and  personal experiences.  **Reading**  • Students will be able to identify important information  in texts in which the dates and names play an important  role and which are clearly structured and illustrated.  **Writing**  • Students will be able to describe an event in simple  sentences and report what happened when and where.  **Compensation Strategies**  • Students will be able to use their previous knowledge   * to guess the meanings of new items. | alone  award, -s  ambitious  brilliant  die  eager  get engaged/married  graduate  grow up  move  ordinary/extraordinary  own  passion, -s  prize, -s  raise children/kids  He was born in London in 1970.  He grew up in London and stayed  there until 1988.  Why did he move to Manchester?  — He moved to Manchester to  study physics.  — He was an ambitious person.  He was alone and had an extraordinary  life. | **Texts**  Biographical Texts  Children’s Encyclopedia  Diaries/Journal Entries  E-mails  Jokes  Letters  News Reports  Personal Narratives  **Activities**  Chants and Songs  Guessing word meaning from context  Listening  Matching  Questions and Answers  Reading Comprehension Questions  Real-life Tasks  Skimming and Scanning  Speaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | Kızılay Haftası  **Cumhuriyet Bayramı** | **Project**  • Students choose  a scientist or historical  figure, learn  about his/her life  and write his/her  biography. Then  they report to the  class or record their  voices talking about  his/her life.  **I. DÖNEM**  **I. SINAV** |
| **20-24.10.2014** | **4** |
| **27-31.10.2014** | **4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **NOVEMBER** | **03-07.11.2014** | **4** | **UNIT 3**  ***Sports*** | **Describing the frequency of actions**  **Describing what people are doing now**  **Describing what people do regularly**  **Giving explanations and reasons**  **Making simple inquiries**  **Talking about past events**  **Telling people what we know**  **Listening**  • Students will be able to recognize frequency adverbs in  short recorded passages dealing with predictable everyday  matters which are spoken slowly and clearly.  **Spoken Interaction**  • Students will be able to ask questions related to the  frequency of events.  **Spoken Production**  • Students will be able to talk about what people are  regularly do using frequency adverbs.  • Students will be able to describe past and present events.  **Reading**  • Students will be able to understand short, simple texts  on sports written in common everyday language.  **Writing**  • Students will be able to write simple sentences and  phrases about what people generally do.  **Compensation Strategies**  • Students will be able to relate new information to  visual concepts.   * • Students will be able to say when they do not understand. | achieve  be even  beat  draw  equipment  hit  indoor/outdoor  injury, -ies  lose  medal, -s  roller-skate  score ...  ... a goal/a point  spectator, -s  success, -es  train  He eats healthy food and runs twice  a day because he wants to win a  medal.  How often do you exercise/train?  — Three times a week.  He usually goes jogging in the park.  How are we doing in the game?  — We are winning.  — We are beating them two to one.  — We are losing two to one.  What was the final score?  — It was a draw.  — We beat them two to one.  — We lost two to one. | **Texts**  Biographical Texts  Children’s Encyclopedia  News Reports  Personal Narratives  Questionnaires  Conversations  Illustrations  Posters  Tables  **Activities**  Cognates  Communicative Tasks  Flashcards  Listening  Questions and Answers  Reading Comprehension Questions  Real-life Tasks  Skimming and Scanning  Speaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **10 KASIM**  **Atatürk’ü Anma Günü**  **Atatürk Haftası**  **24 KASIM**  **Öğretmenler Günü** | **Quiz or Exam**  **(Units 1-3)**  **Projects**  • Students imagine  they are journalists.  They choose a  famous sports figure  from their own or  another country.  They interview him/  her about his/her  daily life.  • Students write a  paragraph to  summarize what  happened in a sports  game.  **I. DÖNEM**  **II. SINAV** |
| **10-14.11.2014** | **4** |
| **17-21.11.2014** | **4** |
| **24-28.11.2014** | **4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **DECEMBER** | **01-05.12.2014** | **4** | **UNIT 4**  ***Wild***  ***Animals*** | **Describing the frequency of actions**  **Giving explanations/reasons**  **Making simple inquiries**  **Making simple suggestions**  **Talking about past events**  **Listening**  • Students will be able to understand phrases and expressions  related to past and present events.  • Students will be able to identify the names of wild  animals when spoken clearly and slowly.  **Spoken Interaction**  • Students will be able to ask people questions about  characteristics of wild animals.  **Spoken Production**  • Students will be able to make simple suggestions.  • Student will be able to make simple sentences related  past and present events.  **Reading**  • Students will be able to understand short simple texts  related to wild animals. Students will be able to identify  short, simple sentences and expressions about past and  present activities.  **Writing**  • Students will be able to write simple structures  describing wildlife.  **Compensation Strategies**  • Students will be able to relate new information to  visual concepts.   * • Students will be able to say when they do not understand. | attack  cage, -s  desert, -s  enormous  extinct  habitat, -s  human, -s  hunt  jungle, -s  lion, -s  poison(ous)  prey  survive  tiger, -s  vaccinate  Some animals became extinct because  people hunted them for different  reasons.  Where do tigers live?  — They live in Asia.  Tigers usually hunt during the day.  Which animals are now extinct?  What should we do to protect wildlife?  — We shouldn’t hunt.  — We should protect forests. | **Texts**  Brochures  Diaries/Journal Entries  Maps  Children’s Encyclopedia  Personal Narratives  Notes and Messages  Tables  **Activities**  Arts and Crafts  Cognates  Drawing and Coloring  Flashcards  Labeling  Listening  Matching  Reading Comprehension Questions  Skimming and Scanning  Speaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation |  | **Project**  • Students choose  two wild animals  and prepare an informative  children’s  leaflet about them.  They use a lot of  pictures and narrate  details about the  animals’ lives. |
| **08-12.12.2014** | **4** |
| **15-19.12.2014** | **4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **DECEMBER** | **22-26.12.2014** | **4** | **UNIT 5**  ***Television*** | **Describing what people do regularly**  **Expressing preferences**  **Giving explanations/reasons**  **Making simple inquiries**  **Stating personal opinions**  **Talking about past events**  **Listening**  • Students will be able to understand enough to manage simple,  routine exchanges on every day matters (e. g., TV programs)  without too much effort.  **Spoken Interaction**  • Students will be able to ask questions about other people’s  preferences.  • Students will be able to describe past activities and personal  experiences.  **Spoken Production**  • Students will be able to talk about their preferences.  • Students will be able to use a series of phrases and simple  sentences to describe past events.  **Reading**  • Students can understand short narratives about everyday  things (e. g., TV programs) dealing with topics which are familiar  to me if the text is written in simple language.  **Writing**  • Students will be able to write simple sentences and phrases  about their preferences.  • Students will be able to write short, simple sentences in past events.  • Students will be able to relate new information to visual concepts.  **Compensation Strategies**  • Students will be able to say when they do not understand.  **Attitudes**  • Students realize the need to learn English especially when TV   * or movies are considered. | appear  channel, -s  commercial, -s  couch potato, -es  director, -s  discussion, -s  educational  news  quiz show, -s  reality show, -s  recommend  remote control, -s  series  sitcom, -s  soap opera, -s  talk show, -s  Did you watch the Vampire Diaries  last night?  My favorite football match is on  Saturday. I can’t wait for it.  I prefer The Vampire Diaries to  other TV series. I watched it last  night, and it was fantastic.  I prefer talk shows to reality shows.  Talk shows are usually amusing,  but I think reality shows are pretty  boring.  What is that? | **Texts**  Advertisements  Diaries/Journal Entries  E-mails  News Reports  Personal letters  Personal Narratives  Questionnaires  Tables  **Activities**  Guessing word meaning from context  Listening  Reading Comprehension Questions  Real-life Tasks  Skimming and Scanning  Speaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation |  | **Quiz or Exam**  **(Units 3-5)**  **Projects**  • Students choose  two types of TV  programs that they  frequently watch  and write a short  paragraph explaining  why they like  them. They support  their paragraphs  with visuals.  • Students prepare  a short television  program and act it  out, either videorecording  it or performing  in front of  the class.  **I. DÖNEM**  **III. SINAV** |
| **29.12.2014/02.01.2015** | **4** |
| **JANUARY** | **05-09-01.2015** | **4** |
| **12-16.01.2015** | **4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **FEBRUARY** | **19-23.01.2015** | **4** | **UNIT 6**  ***Parties*** | **Accepting and refusing**  **Expressing basic needs**  **Expressing quantity**  **Giving and responding to simple instructions**  **Making simple suggestions**  **Listening**  • Students will be able to recognize phrases and expressions  related to suggestions, immediate needs and quantity  of things.  **Spoken Interaction**  • Students will be able to discuss with other people what  to do and where to go and how to make arrangements.  **Spoken Production**  • Students will be able to make suggestions and express  quantity.  **Reading**  • Students will be able to understand simple written messages  from friends or colleagues; for example, saying  what time they should meet for a party and what to buy.  **Writing**  • Students will be able to write simple sentences and  phrases about what is needed for a special occasion.  **Compensation Strategies**  • Students will be able to ask people to repeat when   * they don’t understand. | arrange  attend  beverage, -s  decorate  fancy  guest, -s  host, -s  invite  organize  refuse  wrap  We need some/a lot of balloons.  We should buy a birthday present.  Would you like some cake?  — Yes, please. Just a little. / No, thanks.  I’ll go get a sandwich. Would you like one?  I have a lot of/many/one or two/some/ very few presents.  If you want to organize a great birthday  party, you should first prepare  a guest list, and then decorate your  place, and finally, prepare lots of food.  Could you say that again, please?  What was that again?  Could you explain that, please?  Could you give me an example? | **Texts**  Diaries/Journal Entries  E-mails  Personal Narratives  Phone conversations  Questionnaires  Recipes  Conversations  Illustrations  Lists  **Activities**  Listening  Role-play and Simulations  Skimming and Scanning  Speaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Sivil Savunma Günü** | **Project**  • Students imagine  that they are going to  organize a surprise  birthday party for a  close friend. They  prepare an invitation  card to send their  friends. |
| **09-13.02.2015** | **4** |
| **16-20.02.2015** | **4** |
| **23-27.02.2015** | **4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **MARCH** | **02-06.03.2015** | **4** | **UNIT 7**  ***Superstitions*** | **Making predictions about the future**  **Making simple inquiries**  **Making simple suggestions**  **Talking about possessions**  **Listening**  • Students will be able to understand phrases and expressions  related to future predictions and future events  if spoken clearly and slowly.  **Spoken Interaction**  • Students will be able to make ask and answer about  simple predictions about the future.  **Spoken Production**  • Students will be able to talk about future predictions.  **Reading**  • Students will be able to understand short, simple texts  written about future predictions.  **Writing**  • Students will be able to describe future predictions.  **Compensation Strategies**  • Students will be able to ask for attention.  **Intercultural Awareness**  • Students will become familiar with superstitious beliefs   * from different countries. | evil eye, -s  excellent  fortune telling  fortune cookie, -s  guess  four-leaf clover, -s  lie  luck  palm reading, -s  probably  receive  superstitious  trick, -s  Will I be successful in my career?  — Yes, you will. Definitely!  — You will be very happy in your  relationship.  — Do you think so?  — You will make good friends.  — I hope so. / I hope not.  The Internet will become more  popular.  You should be careful about your  health.  In Britain and in Japan, a black cat  brings good luck; but in Turkey, it  brings bad luck.  Can I have a word with you?  Watch out! | **Texts**  Advertisements  Jokes  Illustrations  Questionnaires  Conversations  Brochures  Personal Narratives  Tables  **Activities**  Games  Listening  Skimming and Scanning  Speaking  Story-telling  Questions and Answers  Real-life Tasks  Role-play and Simulations | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Atatürk’ün Antalya’ya Gelişi**  **Yeşilay**  **Haftası**  **8 Mart Dünya Kadınlar Günü**  **İstiklâl Marşı’nın Kabulü ve Mehmet Akif ERSOY’u Anma Günü**  **18 MART**  **Çanakkale Zaferi**  **Şehitler**  **Günü** | **Quiz or Exam**  **(Units 5-7)**  **Projects**  • Students interview  their relatives about  their superstitions  and prepare a chart  to display the results.  • Students prepare  a poster showing  different cultures’  beliefs about items  that bring good and  bad luck.  **II. DÖNEM**  **I. SINAV** |
| **09-13.03.2015** | **4** |
| **16-20.03.2015** | **4** |
| **23-27.03.2015** | **4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **APRIL** | **30.03.2015**  **03.04.2015** | **4** | **UNIT 8**  ***Public***  ***Buildings*** | **Describing what people do regularly**  **Giving explanations/reasons**  **Making simple suggestions**  **Talking about plans**  **Talking about past events**  **Listening**  • Students will be able to identify expressions related to  everyday shopping used in everyday life.  • Students will be able to make themselves understood  when they make simple suggestions.  **Spoken Production**  • Students will be able to make suggestions and give  reasons.  • Students will be able to describe past activities.  **Reading**  • Students will be able to recognize familiar words and  very simple phrases on simple notices in the most common  everyday situations.  **Writing**  • Students will be able to write simple sentences and  phrases about what people usually do.  • Students will be able to write about their past activities.  **Compensation Strategies**   * • Students will be able to say when they do not understand. | city hall  fire station  governorship  municipal office  municipality, -ies  police station  amusement park, -s  art gallery, -ies  bakery, -ies  chemist’s  coffee shop, -s  department store, -s  game/music store, -s  grocery, -ies  movie theater, -s  shopping mall, -s  Do you have any sports magazines?  I usually go to the coffee shop to  meet my friends.  I will go to the bookshop to buy a  dictionary.  I went to the cinema to watch a  documentary about wild life.  I went to the bookshop to buy a  sports magazine.  You should go to the police station  if you need help.  You can find everything there.  You should play in the new park  around the corner.  Pardon me? | **Texts**  Diaries/Journal Entries  Maps  News Reports  Lists  **Activities**  Labeling  Listening  Matching  Questions and Answers  Reading Comprehension Questions  Real-life Tasks  Skimming and Scanning  Speaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** | **Project**  • Students prepare a  map of their neighborhood,  including  public buildings, and  write why they go to  each of these places.  **II. DÖNEM**  **II. SINAV** |
| **06-10.04.2015** | **4** |
| **13-17.04.2015** | **4** |
| **20-24.04.2015** | **4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **APRIL** | **27-30.04.2015** | **4** | **UNIT 9**  ***Environment*** | **Describing simple processes**  **Expressing obligation**  **Giving explanations/reasons**  **Giving and responding to simple instructions**  **Telling someone what to do**  **Listening**  • Students will be able to understand phrases and the  highest frequency vocabulary related to environment  provided speech is clearly and slowly articulated.  • Students will be able to follow how a simple process is described provided speech is clearly and slowly articulated.  **Spoken Interaction**  • Students will be able to make and respond to simple suggestions.  • Students will be able to give someone simple instructions  about what to do.  **Spoken Production**  • Students will be able to give a simple description or  presentation of a process.  **Reading**  • Students will be able to identify specific information  in simple, written material such as letters, brochures and  short newspaper articles describing environmental events.  **Writing**  • Students will be able to write short, simple messages, reports and advertisements relating to environmental issues.  • Students will be able to write a short description of a  process.  **Compensation Strategies**  • Students will be able to cope with a limited number of straightforward follow-up questions. | climate, -s  eco-friendly  efficient  global warming  increase  pollute  renewable  responsible  solar/wind energy  take action  temperature  threaten  use up  First, get the seeds. Then, plant and  water them.  Pesticides are bad for our health, so  we should use them carefully.  Rain forests are important because  they are necessary for oxygen.  What should we do for our environment?  — We have to start using public  transportation.  — Stop eating junk food.  We must stop destroying forests.  — Why?  — Because we need forests for water. | **Texts**  Brochures  Diaries/Journal Entries  Maps  News Reports  Questionnaires  Catalogues  Children’s Encyclopedia  **Activities**  Cognates  Listening  Real-life Tasks  Reordering  Role-play and Simulations  Skimming and Scanning | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Müzeler Haftası**  **Atatürk'ü Anma ve Gençlik ve Spor Bayramı** | **Project**  • Students prepare a  poster showing what  happens if we do or  do not take precautions  to protect our  world. |
| **MAY** | **04-08.05.2015** | **4** |
| **11-15.05.2015** | **4** |
| **18.-22.05.2015** | **4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **MAY** | **25-29.05.2015** | **4** | **UNIT 10**  ***Planets*** | **Making simple comparisons**  **Telling the time, days and dates**  **Talking about past events**  **Telling people what we know**  **Telling the time, days and dates**  **Listening**  • Students will be able to generally identify the topic of  discussion about popular science which is conducted  slowly and clearly.  **Spoken Interaction**  • Students will be able to ask people questions about  facts and general truths.  **Spoken Production**  • Students will be able to talk about general truths.  **Reading**  • Students will be able to identify specific information  in simple written material such as brochures and short  newspaper articles describing facts.  **Writing**  • Students will be able to give short, basic descriptions  of general truths and facts.  **Compensation Strategies**  • Students will be able to relate new information to  visual concepts.  **Attitudes**  • Students will be able to display a willingness to communicate  with their peers in English. | evidence  explore  meteor  shower, -s  moon, -s  observe  orbit  planet, -s  proof  rescue  satellite, -s  solar system, -s  space shuttle, -s  surface, -s  universe  What do you know about the solar  system?  What do you know about planets?  — Jupiter is larger than Saturn.  — Uranus is cooler than Saturn.  Is there any water on the surface of  Mars?  When did scientists discover Pluto?  In 2003, the Mars Exploration mission  began. They discovered evidence  of water. | **Texts**  Children’s Encyclopedia  Diaries/Journal Entries  Maps  Posters  Questionnaires  **Activities**  Cognates  Labeling  Listening  Questions and Answers  Reading Comprehension Questions  Skimming and Scanning  Speaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method  **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation |  | **II. DÖNEM**  **III. SINAV**  **Quiz or Exam**  **(Units 7-10)**  **Project**  • Students prepare a  poster about NASA’s  Curiosity Project to  Mars by using online  resources.  **Dossier**  • Students complete  and hand in the European  Language  Portfolio. Keep the  portfolio at school  or instruct students  to bring it back the  following year. |
| **JUNE** | **01-05.06.2015** | **4** |
| **08-12.06.2015** | **4** |

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

İngilizce Öğrt. İngilizce Öğrt. İngilizce Öğrt. UYGUNDUR

……/09/2014

OKUL MÜDÜRÜ