

**İNGİLİZCE EVİ DİL KURSU 2017-2018 EĞİTİM-ÖĞRETİM YILI
A2 SEVİYESİ YILLIK DERS PLANI**

MONTH	WEEK	HOURS	FUNCTIONS AND NATIONAL DAYS	THEME	STUDY SKILLS	SUGGESTED LEXIS/ LANGUAGE USE	TEACHING-LEARNING METHODS AND TECHNIQUES MATERIALS	EVALUATION & TASKS					
SEPTEMBER	18-22	3	Describing what people do regularly	THEME 1 <i>After School</i>	<p>Listening</p> <ul style="list-style-type: none"> • Students will be able to recognize phrases, words, and expressions related to actions people do regularly. <p>Spoken Interaction</p> <ul style="list-style-type: none"> • Students will be able to ask what other people do regularly and respond to questions about the actions they do regularly. <p>Spoken Production</p> <ul style="list-style-type: none"> • Students will be able to use a series of phrases and simple expressions to express their regular actions. • Students will be able to tell the time and days. <p>Reading</p> <ul style="list-style-type: none"> • Students will be able to read short, simple texts such as personal narratives about what people do regularly. <p>Intercultural Awareness</p> <ul style="list-style-type: none"> • Learners will be able to identify traditional dances from other countries. <p>Compensation Strategies</p> <ul style="list-style-type: none"> • Students will be able to say when they don't understand and ask for clarification 	<p>diary, -ies hang around ... out neighborhood rest run errands take a nap ... care of something ... courses visit friends ... my uncle traditional/folk dance (horon/halay/ zeybek/polka/line dance etc.) What do you do after school? — I do my homework. — I play soccer on Wednesdays. — I finish all my homework before 9:30. — I learn horon/polka with my friends. — I go to my step dance class. What does he do after school? — He helps his mother. — He rests after school. — What does “rest” mean?</p>	<p>Texts Charts Conversations Illustrations Lists Posters Songs Activities Chants and Songs Flashcards Games Labeling Listening Matching Questions and Answers Real Life Tasks Reordering</p>	<p>Projects</p> <ul style="list-style-type: none"> • Students prepare a poster showing what their favorite singer/actor/sports figure does after work. <p>• Students conduct a survey about their classmates' favorite after-school activities and prepare a poster.</p> <p>Dossier</p> <ul style="list-style-type: none"> • Students start filling in the European Language Portfolio. 					
	25-29	3											
OCTOBER	02-06	3	Making simple inquiries						Telling the time, days and dates				
	09-13	3											

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OCTOBER	16-20	3	29th October Republic Day	THEME 2 Yummy Breakfast	<p>Listening</p> <ul style="list-style-type: none"> • Students will be able to identify the names of different food items when listening to a conversation. <p>Spoken Interaction</p> <ul style="list-style-type: none"> • Students will be able to ask people about their food preferences at breakfast. <p>Spoken Production</p> <ul style="list-style-type: none"> • Students will be able to express their opinions about the food they like and don't like. <p>Reading</p> <ul style="list-style-type: none"> • Students will be able to understand short, simple, written texts about predictable, everyday matters such as food and personal opinions. • Students will be able to read the label of a food product. <p>Compensation Strategies</p> <ul style="list-style-type: none"> • Students will be able to indicate that they don't understand using simple expressions. <p>Intercultural Awareness</p> <ul style="list-style-type: none"> • Students will become familiar with breakfast habits of different cultures. • Students will become familiar with expressions used at the beginning or end of meals in different languages. 	bagel, -s bean, -s blueberry, -ies cereal croissant, -s egg, -s jam junk food muffin, -s pancake, -s sausage, -s nutritious Bon appétit! Buon appetito! Guten Appetit! I eat honey and jam in the morning. Yummy! I love muffins! I don't like olives. I like cheese. It's my favorite! Enjoy it! Want some cereal? — Excuse me? Can I have some cheese? — No, it's all gone. Do you want some tea? — No, thanks. I don't like tea. — No, thanks. I don't want any tea.	<p>Texts</p> Conversations Illustrations Lists Menus Poems Tables	<p>Projects</p> <ul style="list-style-type: none"> • Students prepare a poster that shows and categorizes different food items and drinks that they have at breakfast. • Students work in pairs or individually and prepare a short video or role play of themselves talking about the foods they like and don't like. • Students work in groups and create an imaginary creature. They decide the foods that the creature likes and doesn't like. They will draw a picture of it and the foods it eats and label them.
	23-27	3	<p>Accepting and refusing</p> <p>Describing what people do regularly</p>					
NOVEMBER	30-03	3	<p>Expressing likes and dislikes</p> <p>Making simple inquiries</p>					
	06-10	3	10th November Commemoration of Atatürk					
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DECEMBER	11-15	3	Describing places Describing the weather Expressing feelings Making simple inquiries	THEME 4 Weather and Emotions	Listening <ul style="list-style-type: none"> Students will be able to pick up the essential information in short recorded passages about weather conditions. Spoken Interaction <ul style="list-style-type: none"> Students will be able to ask people about the weather. Spoken Production <ul style="list-style-type: none"> Students will be able to talk about and answer simple questions, initiate and respond to simple statements about everyday matters (i.e., weather and emotions). Reading <ul style="list-style-type: none"> Students will be able to understand short, simple written texts about predictable everyday matters such as emotions and weather. Compensation Strategies <ul style="list-style-type: none"> Students will be able to say when they don't understand and ask for repetition. 	cloudy fabulous freezing hailing lightning stormy windy anxious moody sleepy What's the weather like? — It's foggy. — It's very cold. It is 2 degrees Celsius! — It is stormy. I feel scared. — It's not snowy in the desert. It is dry. — I don't understand. Can you repeat, please?	Texts Cartoons Conversations Illustrations Maps Postcards Stories Activities Drama/Miming Drawing and Coloring Flashcards Games Listening Speaking	Projects <ul style="list-style-type: none"> Students prepare a weather forecast and support it with visuals. Students create their own weather forecast film. They prepare a map of a weather forecast for their home country/the world and film themselves talking about it. Students prepare a weather forecast poster and compare the weather conditions in different cities.
	18-22	3						
	25-29	3						

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JANUARY	02-05	3		THEME 5 <i>At the Fair</i>	<p>Listening</p> <ul style="list-style-type: none"> • Students will be able to recognize the words related to the expression of emotions/feelings. <p>Spoken Interaction</p> <ul style="list-style-type: none"> • Students will be able to ask people and express their feelings and opinions about places and things. <p>Spoken Production</p> <ul style="list-style-type: none"> • Students will be able to use a series of phrases and simple expressions to express their feelings personal opinions about places and things. <p>Reading</p> <ul style="list-style-type: none"> • Students will be able to read short information on a poster about a certain place. • Students will be able recognize phrases on signs encountered in everyday life. <p>Compensation Strategies</p> <ul style="list-style-type: none"> • Students will be able to say when they don't understand. 	<p>amazing bumper car, -s carnival carrousel, -s crazy dull fantastic ghost train, -s horrible roller coaster, -s terrifying thrilling What do you think about fairs? — I think they are exciting places. There are many fun things at the fair. — I agree. I like the roller coaster very much. — Roller coasters are crazy! — I think they are frightening. — I think a ghost train is more frightening! — I like the train ride. It is fun. — I hate bumper cars. They are boring. — I disagree. I think they are fun. — I am sorry. I don't understand.</p>	<p>Texts Advertisements Conversations Illustrations Poems Posters Signs Songs Activities Chants and Songs Flashcards Labeling Listening Matching Speaking</p>	<p>Projects</p> <ul style="list-style-type: none"> • Students write a slogan/advertisement for a ride at a fair. • Students draw a picture of their friends at a fair and write how they feel.
	08-12	3	<p>Describing places</p> <p>Expressing feelings</p> <p>Expressing likes and dislikes</p>					
	15-19	3	<p>Making comparisons</p> <p>Stating personal opinions</p>					

FIRST TERM HOLIDAY

MONTH	WEEK	HOURS	FUNCTIONS AND NATIONAL DAYS	THEME	STUDY SKILLS	SUGGESTED LEXIS/ LANGUAGE USE	TEACHING-LEARNING METHODS AND TECHNIQUES MATERIALS	EVALUATION & TASKS
FEBRUARY	05-09	3	<p>Making simple inquiries</p> <p>Stating personal opinions</p> <p>Talking about past events</p>	<p>THEME 6</p> <p>Vacation</p>	<p>Listening</p> <ul style="list-style-type: none"> • Students will be able to listen to and identify the holiday activities they hear. <p>Spoken Interaction</p> <ul style="list-style-type: none"> • Students will be able to ask and answer about what they did on their holidays. <p>Spoken Production</p> <ul style="list-style-type: none"> • Students will be able to tell what they and/or somebody else did on holiday. • Students will be able to describe past activities and personal experiences. <p>Reading</p> <ul style="list-style-type: none"> • Students will be able to understand short, simple sentences and expressions related to past activities. <p>Compensation Strategies</p> <ul style="list-style-type: none"> • Students will be able to ask people to repeat when they don't understand. 	<p>forest, -s flower, -s fruit lake, -s mountain, -s picking river, -s sailing seaside sightseeing skiing tree, -s What did you do last summer? — I played with my friends, and I also learned swimming. — My brother and I climbed trees and picked fruit. I enjoyed it. — Say that again, please. I didn't understand. — We climbed trees and picked fruit. — We came back from Marmaris yesterday. — We had a good time.</p>	<p>Texts</p> <p>Advertisements Conversations Picture Dictionaries Postcards Posters Stories</p> <p>Activities</p> <p>Arts and Crafts Communicative Tasks Drama/Miming Drawing and Coloring Flashcards Games Questions and Answers Real-life Tasks Reordering Story-telling</p>	<p>Projects:</p> <ul style="list-style-type: none"> • Students prepare a postcard and write about what they did on their holiday. • Students prepare a pamphlet showing different places for different holiday activities in their country. • Students imagine that they visited another planet and prepare a poster showing what activities they did there. They present it in class.
	12-16	3						
	19-23	3						

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FEBRUARY	26-02	3	Describing what people do regularly Expressing ability and inability Making simple inquiries Naming the days Telling the time, days and dates	THEME 7 Occupations	Listening <ul style="list-style-type: none"> • Students will be able to recognize familiar words and simple phrases concerning people’s occupations if spoken slowly and clearly. • Students will be able to recognize the of the week dates. Spoken Interaction <ul style="list-style-type: none"> • Students will be able to give dates and ask questions about people’s occupations. Spoken Production <ul style="list-style-type: none"> • Students will be able to use simple phrases and sentences to describe occupations. • Students will be able to give the date. Reading <ul style="list-style-type: none"> • Students will be able to understand familiar words and very simple sentences about occupations. Compensation Strategies <ul style="list-style-type: none"> • Students will be able to use mime and gestures to explain a word 	architect, -s cook, -s engineer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesperson, -people self-employed waiter, -s/waitress, -es worker, -s Dates (1993, 2003, etc.) Can you build a house? — No, I can’t! What can you do? — I can make dresses. I can cut and sew fabric. — I don’t understand. Can you show me? What does your uncle do? — He’s a salesperson, but he also works at a restaurant on Fridays and Saturdays. What do you do? — I am a nurse. When did you become a teacher? — I became a teacher in 1998.	Texts Conversations Stories Illustrations Activities Arts and Crafts Drama/Miming Games Puppets Questions and Answers Role-play and Simulations TPR	Projects <ul style="list-style-type: none"> • Students find out the occupations of their family members and draw and write what they do. • Students work in groups, do some Internet research, and find three “unusual/original/new jobs.” They prepare posters and present them in class. • Students prepare a poster and present (some of) their relatives’ occupations and the dates when they started them.
MARCH	05-09	3						
	12-16	3						
	19-23	3						

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MARCH	26-30	3	Describing what people are doing now	THEME 8 Detectives at Work	Listening <ul style="list-style-type: none"> • Students will be able to listen and locate objects. • Students will be able to get the main idea when people describe what people are doing at the moment. Students will be able to recognize numbers up to one million.	behind break into burglar, -s cash chase drawer, -s fingerprint, -s follow investigate magnifier, -s prison steal thief Numbers 1000 - 1.000.000 Where is he? — He is in front of the bank. What is he doing? — He is looking at us. I have lost the magnifier. I can't find it. Can you help me? — Look! It is in the drawer. What happened? — Somebody stole my money. — The thief took 800 dollars and 2300 euros from the shop.	Texts Captions Cartoons Conversations Illustrations Stories Activities Drama/Miming Games Listening Question and Answer Speaking Story-telling TPR	Projects <ul style="list-style-type: none"> • Students find pictures of people who need binoculars and/or magnifiers, such as detectives, old people, etc. They also draw and report what the people are looking at. • Students become language detectives. They take photos of English words they see around them and prepare a poster.
APRIL	02-06	3	Expressing quantity Making simple inquiries					
	09-13	3	Talking about locations of things Talking about past events					
	16-20	3						

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APRIL	24-27	3	23rd April National Sovereignty and Children's Day	THEME 9 <i>Saving the Planet</i>	<p>Listening</p> <ul style="list-style-type: none"> • Students will be able to identify appropriate behavior to save energy and to protect the environment. • Students will be able understand suggestions related to the protection of the environment when articulated in clear, slow, and repeated speech. <p>Spoken Interaction</p> <ul style="list-style-type: none"> • Students will be able to ask people questions about what they are doing and tell them what to do. <p>Spoken Production</p> <ul style="list-style-type: none"> • Students will be able to tell people what to do to protect the environment. • Students will be able to use simple phrases and sentences to tell people what to do. <p>Reading</p> <ul style="list-style-type: none"> • Students will be able to recognize familiar words and very simple phrases on simple notices in the most common, everyday situations. <p>Compensation Strategies</p> <ul style="list-style-type: none"> • Students will be able to say when they do not understand. • Students will be able to use mime and gestures to explain a word or phrase. 	<p>cut down damage garbage electrical device, -s harm litter plug (unplug) pollution recycle rubbish reduce save trash waste What is s/he doing? — S/he is picking up garbage/rubbish and putting it into the waste bin. What should we do to save our world? — We should save energy. — We can use less water and electricity. — Turn off the lights. — Don't waste water. — Unplug the TV. — We should recycle. — I don't understand. What does that mean?</p>	<p>Texts Conversations Illustrations Notes and Messages Posters Signs</p> <p>Activities Drama/Miming Drawing and Coloring Labeling Listening Matching Puppets Real-life Tasks TPR</p>	<p>Projects</p> <ul style="list-style-type: none"> • Students prepare slogans/notes/posters about saving energy at school and hang them on the walls. • Students plant a seed and observe its growth. They keep a journal to narrate its growth. • Students work in groups or individually and create a short video or drama play titled "How to Save the World: Do's & Don'ts."
MAY	30-04	3	<p>Describing what people are doing now</p> <p>Giving and responding to simple instructions</p>					
	07-11	3	<p>Making simple inquiries</p> <p>Making simple suggestions</p> <p>Telling someone what to do</p>					
	14-18	3	19th May Commemoration of Atatürk, Youth and Sports Day					

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MAY	21-25	3	Giving and responding to simple instructions Making simple inquiries Talking about past events Talking about what people do regularly	THEME 10 Democracy	Listening <ul style="list-style-type: none"> Students will be able to recognize some key features related to the concept of democracy. 	ballot box, -es campaign, -s candidate, -s election, -s fair law, -s make/give a speech president respect right, -s vote You should choose your candidate. ... vote now. ... respect others. Who is your candidate? — Ahmet. — Ahmet is my candidate. — Write your candidate's name on a paper. — Fold the paper. — Put it into the ballot box. — We had an election in our school. — We elected our class president. — Our class president always asks about our opinions. — I don't understand. Say again please?	Texts Notes and Messages Conversations Illustrations Posters Instructions Activities Drama/Miming Flashcards Listening Matching Questions and Answers Real-life Tasks Speaking	Projects <ul style="list-style-type: none"> Students work in groups and create an election campaign poster for classroom presidency. Students work together and prepare a poster illustrating what to do in the classroom to respect others' rights. Students prepare slogans and/or posters to elect an imaginary super hero. Dossier <ul style="list-style-type: none"> Students complete and hand in the European Language Portfolio. Keep the portfolio at school or instruct students to bring it back the following year.
	28-01	3			Spoken Interaction <ul style="list-style-type: none"> Students will be able to talk about what to do when selecting their classroom president. 			
04-08	3	Spoken Production <ul style="list-style-type: none"> Students will be able to give short descriptions of past and present events. <ul style="list-style-type: none"> Students will be able to talk about and answer simple questions, initiate and respond to simple statements related to the concept of democracy (i.e., class elections). 						
JUNE					Reading <ul style="list-style-type: none"> Students will be able to recognize familiar words and very simple phrases related to the concept of democracy. 			
					Compensation Strategies <ul style="list-style-type: none"> Students will be able to ask for repetition when they don't understand. 			
					Intercultural Awareness: <ul style="list-style-type: none"> Students will increase their awareness of the principles of democracy. 			