

**İNGİLİZCE EVİ DİL KURSU 2017-2018 EĞİTİM-ÖĞRETİM YILI
B1 SEVİYESİ YILLIK DERS PLANI**

MONTH	DAYS	HOURL	UNIT	FUNCTIONS	LANGUAGE TASKS AND STUDY SKILLS / METHODS	TEXTS AND ACTIVITY TYPES	SUGGESTED LEXIS LANGUAGE USE	ASSESSMENT	EXAMS
SEPTEMBER	18-22	6	UNIT 1: APPEARANCE AND PERSONALITY	<p>Describing characters/people</p> <p>Giving explanations/reasons</p> <p>Making simple comparisons</p> <p>Making simple inquiries</p>	<p>Listening</p> <ul style="list-style-type: none"> • 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. <p>Spoken Interaction</p> <ul style="list-style-type: none"> • Students will be able to ask and answer questions about other people's appearances and personalities. <p>Spoken Production</p> <ul style="list-style-type: none"> • Students will be able to talk about what people look like. <p>Reading</p> <ul style="list-style-type: none"> • Students will be able to understand a simple text about appearances and personalities and make simple comparisons. <p>Writing</p> <ul style="list-style-type: none"> • Students will be able to write simple sentences and phrases to compare two people. <p>Compensation Strategies</p> <ul style="list-style-type: none"> • Students will be able to relate new information to visual concepts in memory via familiar, easily retrievable visualizations. <p>Attitudes</p> <ul style="list-style-type: none"> • Students will be able to display a willingness to communicate with their peers in English. 	<p>Texts</p> <p>Diaries/Journal Entries</p> <p>Illustrations</p> <p>Jokes</p> <p>Personal Narratives</p> <p>Plays</p> <p>Posters</p> <p>Products</p> <p>Questionnaires</p> <p>Tables</p> <p>Activities</p> <p>Chants and Songs</p> <p>Communicative Tasks</p> <p>Drawing and Coloring</p> <p>Listening</p> <p>Matching</p> <p>Questions and Answers</p> <p>Reading Comprehension</p> <p>Questions</p> <p>Skimming and Scanning</p> <p>Speaking</p>	<p>attractive</p> <p>clumsy</p> <p>easygoing</p> <p>forgetful</p> <p>generous</p> <p>honest</p> <p>outgoing</p> <p>overweight</p> <p>punctual</p> <p>selfish</p> <p>slim</p> <p>stubborn</p> <p>thoughtful</p> <p>well-built</p> <p>What does your best friend look like?</p> <p>— She is attractive, with curly hair and green eyes.</p> <p>What is he like?</p> <p>— He is slimmer than me and has short and dark hair.</p> <p>My cousin is more outgoing than me; she has a lot of friends.</p> <p>She can play basketball well because she is taller than me. She also practices often.</p>	<p>Project</p> <ul style="list-style-type: none"> • Students prepare a poster of a famous person they like. They describe his/her appearance and personality. <p>Dossier</p> <ul style="list-style-type: none"> • Students start filling in the European Language Portfolio. Ask students to bring in their portfolios from last year. 	
	25-29	6							
OCTOBER	02-06	6							
	09-13	6							

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OCTOBER	16-20	6	UNIT 2: BIOGRAPHIES	<p>29th October Republic Day</p> <p>Giving explanations/reasons</p> <p>Making simple inquiries</p> <p>Talking about past events</p> <p>Telling the time, days and dates</p>	<p>Listening</p> <ul style="list-style-type: none"> • Students will be able to recognize essential information from short recorded passages dealing with past events and dates. <p>Spoken Interaction</p> <ul style="list-style-type: none"> • Students will be able to make themselves understood in a simple way when they talk about the past. <p>Spoken Production</p> <ul style="list-style-type: none"> • 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 identify important information in texts in which the dates and names play an important role and which are clearly structured and illustrated. <p>Writing</p> <ul style="list-style-type: none"> • Students will be able to describe an event in simple sentences and report what happened when and where. <p>Compensation Strategies</p> <ul style="list-style-type: none"> • Students will be able to use their previous knowledge to guess the meanings of new items. 	<p>Texts</p> <p>Biographical Texts Children's Encyclopedia Diaries/Journal Entries E-mails Jokes Letters News Reports Personal Narratives</p> <p>Activities</p> <p>Chants and Songs Guessing word meaning from context Listening Matching Questions and Answers Reading Comprehension Questions Real-life Tasks Skimming and Scanning Speaking</p>	<p>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.</p>	<p>Project</p> <ul style="list-style-type: none"> • 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. 											
	23-27	6								NOVEMBER	30-03	6	<p>10th November Commemoration of Atatürk</p>						06-10
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06-10	6																		

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NOVEMBER	13-17	6	UNIT 3: SPORTS	Describing the frequency of actions	<p>Listening</p> <ul style="list-style-type: none"> Students will be able to recognize frequency adverbs in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly. <p>Spoken Interaction</p> <ul style="list-style-type: none"> Students will be able to ask questions related to the frequency of events. <p>Spoken Production</p> <ul style="list-style-type: none"> 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. <p>Reading</p> <ul style="list-style-type: none"> Students will be able to understand short, simple texts on sports written in common everyday language. <p>Writing</p> <ul style="list-style-type: none"> Students will be able to write simple sentences and phrases about what people generally do. <p>Compensation Strategies</p> <ul style="list-style-type: none"> Students will be able to relate new information to visual concepts. Students will be able to say when they do not understand. 	<p>Texts</p> <p>Biographical Texts Children's Encyclopedia News Reports Personal Narratives Questionnaires Conversations Illustrations Posters Tables</p> <p>Activities</p> <p>Cognates Communicative Tasks Flashcards Listening Questions and Answers Reading Comprehension Questions Real-life Tasks Skimming and Scanning Speaking</p>	<p>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.</p>	<p>Projects</p> <ul style="list-style-type: none"> 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. 	
	20-26	6		Describing what people are doing now					
	27-01	6		Describing what people do regularly					
		Giving explanations and reasons							
		Making simple inquiries							
		Talking about past events							
DECEMBER	06 -08			Telling people what we know					

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DECEMBER	11-15	6	UNIT 6 : WILD ANIMALS	Describing the frequency of actions	<p>Listening</p> <ul style="list-style-type: none"> 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. <p>Spoken Interaction</p> <ul style="list-style-type: none"> Students will be able to ask people questions about characteristics of wild animals. <p>Spoken Production</p> <ul style="list-style-type: none"> Students will be able to make simple suggestions. Student will be able to make simple sentences related past and present events. <p>Reading</p> <ul style="list-style-type: none"> 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. <p>Writing</p> <ul style="list-style-type: none"> Students will be able to write simple structures describing wildlife. <p>Compensation Strategies</p> <ul style="list-style-type: none"> Students will be able to relate new information to visual concepts. Students will be able to say when they do not understand 	<p>Texts</p> Brochures Diaries/Journal Entries Maps Children's Encyclopedia Personal Narratives Notes and Messages Tables	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.	<p>Project</p> <ul style="list-style-type: none"> 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. 				
	18-22	6		Giving explanations/reasons						Making simple inquiries	Making simple suggestions	Talking about past events
	25-29	6										

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JANUARY	02-05	6	UNIT 5: TELEVISION	Describing what people do regularly	<p>Listening</p> <ul style="list-style-type: none"> • Students will be able to understand enough to manage simple, routine exchanges on every day matters (e.g. TV programs) without too much effort. <p>Spoken Interaction</p> <ul style="list-style-type: none"> • Students will be able to ask questions about other people's preferences. • Students will be able to describe past activities and personal experiences. <p>Spoken Production</p> <ul style="list-style-type: none"> • 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. <p>Reading</p> <ul style="list-style-type: none"> • 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. <p>Writing</p> <ul style="list-style-type: none"> • 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. <p>Compensation Strategies</p> <ul style="list-style-type: none"> • Students will be able to say when they do not understand. <p>Attitudes</p> <ul style="list-style-type: none"> • Students realize the need to learn English especially when TV or movies are considered. 	<p>Texts</p> Advertisements Diaries/Journal Entries E-mails News Reports Personal letters Personal Narratives Questionnaires Tables	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?	<p>Projects</p> <ul style="list-style-type: none"> • 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 video-recording it or performing in front of the class. 					
	08-12	6		Expressing preferences						Giving explanations/reasons	Making simple inquiries	Stating personal opinions	Talking about past events
	15-19	6											

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FEBRUARY	05-09	6	UNIT 6: PARTIES	Accepting and refusing	<p>Listening</p> <ul style="list-style-type: none"> Students will be able to recognize phrases and expressions related to suggestions, immediate needs and quantity of things. <p>Spoken Interaction</p> <ul style="list-style-type: none"> Students will be able to discuss with other people what to do and where to go and how to make arrangements. <p>Spoken Production</p> <ul style="list-style-type: none"> Students will be able to make suggestions and Express quantity. <p>Reading</p> <ul style="list-style-type: none"> 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. <p>Writing</p> <ul style="list-style-type: none"> Students will be able to write simple sentences and phrases about what is needed for a special occasion. <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>Texts</p> Diaries/Journal Entries E-mails Personal Narratives Phone conversations Questionnaires Recipes Conversations Illustrations Lists	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?	<p>Project</p> <ul style="list-style-type: none"> 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. 				
	12-16	6		Expressing basic needs						Expressing quantity	Giving and responding to simple instructions	Making simple suggestions
	19-23	6										

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MARCH	26-02	6	UNIT 7: SUPERSTITIONS	Making predictions about the future	<p>Listening</p> <ul style="list-style-type: none"> Students will be able to understand phrases and expressions related to future predictions and future events if spoken clearly and slowly. <p>Spoken Interaction</p> <ul style="list-style-type: none"> Students will be able to make ask and answer about simple predictions about the future. <p>Spoken Production</p> <ul style="list-style-type: none"> Students will be able to talk about future predictions. <p>Reading</p> <ul style="list-style-type: none"> Students will be able to understand short, simple texts written about future predictions. <p>Writing</p> <ul style="list-style-type: none"> Students will be able to describe future predictions. <p>Compensation Strategies</p> <ul style="list-style-type: none"> Students will be able to ask for attention. <p>Intercultural Awareness</p> <ul style="list-style-type: none"> Students will become familiar with superstitious beliefs from different countries. 	<p>Texts</p> Advertisements Jokes Illustrations Questionnaires Conversations Brochures Personal Narratives Tables	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!	<p>Projects</p> <ul style="list-style-type: none"> 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. 	
	05-09	6		Making simple inquiries					
	12-16	6		Making simple suggestions					
	19-23			Talking about possessions					

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APRIL	16-20	6	UNIT 8: PUBLIC BUILDINGS	<p>Describing what people do regularly</p> <p>Giving explanations/reasons</p> <p>Making simple suggestions</p> <p>Talking about plans</p> <p>Talking about past events</p>	<p>Listening</p> <ul style="list-style-type: none"> • 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. <p>Spoken Production</p> <ul style="list-style-type: none"> • Students will be able to make suggestions and give reasons. • Students will be able to describe past activities. <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>Writing</p> <ul style="list-style-type: none"> • 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. <p>Compensation Strategies</p> <ul style="list-style-type: none"> • Students will be able to say when they do not understand 	<p>Texts</p> <p>Diaries/Journal Entries</p> <p>Maps</p> <p>News Reports</p> <p>Lists</p> <p>Activities</p> <p>Labeling</p> <p>Listening</p> <p>Matching</p> <p>Questions and Answers</p> <p>Reading Comprehension</p> <p>Questions</p> <p>Real-life Tasks</p> <p>Skimming and Scanning</p> <p>Speaking</p>	<p>city hall</p> <p>fire station</p> <p>governorship</p> <p>municipal office</p> <p>municipality, -ies</p> <p>police station</p> <p>amusement park, -s</p> <p>art gallery, -ies</p> <p>bakery, -ies</p> <p>chemist's</p> <p>coffee shop, -s</p> <p>department store, -s</p> <p>game/music store, -s</p> <p>grocery, -ies</p> <p>movie theater, -s</p> <p>shopping mall, -s</p> <p>Do you have any sports magazines?</p> <p>I usually go to the coffee shop to meet my friends.</p> <p>I will go to the bookshop to buy a dictionary.</p> <p>I went to the cinema to watch a documentary about wild life.</p> <p>I went to the bookshop to buy a sports magazine.</p> <p>You should go to the police station if you need help.</p> <p>You can find everything there.</p> <p>You should play in the new park around the corner.</p> <p>Pardon me?</p>	<p>Project</p> <ul style="list-style-type: none"> • Students prepare a map of their neighborhood, including public buildings, and write why they go to each of these places. 	
	09-13	6							
	02-06	6							
MARCH	26-30	6							

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APRIL	26 -27	6	UNIT 9: ENVIRONMENT	<p>23rd April</p> <p>National Sovereignty and Children's Day</p> <p>Describing simple processes</p> <p>Expressing obligation</p> <p>Giving explanations/reasons</p> <p>Giving and responding to simple instructions</p> <p>Telling someone what to do</p>	<p>Listening</p> <ul style="list-style-type: none"> 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. <p>Spoken Interaction</p> <ul style="list-style-type: none"> Students will be able to make and respond to simple suggestions. Students will be able to give someone simple instructions about what to do. <p>Spoken Production</p> <ul style="list-style-type: none"> Students will be able to give a simple description or presentation of a process. <p>Reading</p> <ul style="list-style-type: none"> Students will be able to identify specific information in simple, written material such as letters, brochures and short newspaper articles describing environmental events. <p>Writing</p> <ul style="list-style-type: none"> 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. <p>Compensation Strategies</p> <ul style="list-style-type: none"> Students will be able to cope with a limited number of straightforward follow-up questions. 	<p>Texts</p> <p>Brochures</p> <p>Diaries/Journal Entries</p> <p>Maps</p> <p>News Reports</p> <p>Questionnaires</p> <p>Catalogues</p> <p>Children's Encyclopedia</p> <p>Activities</p> <p>Cognates</p> <p>Listening</p> <p>Real-life Tasks</p> <p>Reordering</p> <p>Role-play and Simulations</p> <p>Skimming and Scanning</p>	<p>climate, -s</p> <p>eco-friendly</p> <p>efficient</p> <p>global warming</p> <p>increase</p> <p>pollute</p> <p>renewable</p> <p>responsible</p> <p>solar/wind energy</p> <p>take action</p> <p>temperature</p> <p>threaten</p> <p>use up</p> <p>First, get the seeds. Then, plant and water them.</p> <p>Pesticides are bad for our health, so we should use them carefully.</p> <p>Rain forests are important because they are necessary for oxygen.</p> <p>What should we do for our environment?</p> <p>— We have to start using public transportation.</p> <p>— Stop eating junk food.</p> <p>We must stop destroying forests.</p> <p>— Why?</p> <p>— Because we need forests for water.</p>	<p>Project</p> <ul style="list-style-type: none"> Students prepare a poster showing what happens if we do or do not take precautions to protect our world. 		
MAY	07-11	6								
	16 -18	6			<p>19th May</p> <p>Commemoration of Atatürk, Youth and Sports Day</p>					
	30-06	6								

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MAY	21-25	6	UNIT 10: PLANETS	Making simple comparisons	<p>Listening</p> <ul style="list-style-type: none"> Students will be able to generally identify the topic of discussion about popular science which is conducted slowly and clearly. <p>Spoken Interaction</p> <ul style="list-style-type: none"> Students will be able to ask people questions about facts and general truths. <p>Spoken Production</p> <ul style="list-style-type: none"> Students will be able to talk about general truths. <p>Reading</p> <ul style="list-style-type: none"> Students will be able to identify specific information in simple written material such as brochures and short newspaper articles describing facts. <p>Writing</p> <ul style="list-style-type: none"> Students will be able to give short, basic descriptions of general truths and facts. <p>Compensation Strategies</p> <ul style="list-style-type: none"> Students will be able to relate new information to visual concepts. <p>Attitudes</p> <ul style="list-style-type: none"> Students will be able to display a willingness to communicate with their peers in English. 	<p>Texts</p> <p>Children's Encyclopedia Diaries/Journal Entries Maps Posters Questionnaires</p> <p>Activities</p> <p>Cognates Labeling Listening Questions and Answers Reading Comprehension Questions Skimming and Scanning Speaking</p>	<p>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.</p>	<p>Project</p> <ul style="list-style-type: none"> Students prepare a poster about NASA's Curiosity Project to Mars by using online resources. <p>Dossier</p> <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	6		Telling the time, days and dates						Telling the time, days and dates
JUNE	06 -08	6								