| 44 CINUE INICUIZCE |            | ~ <b>DI ANII \/</b> |  |
|--------------------|------------|---------------------|--|
|                    |            |                     |  |
| 11.SINIF INGILIZCE | DLINJI KUN | J F LAINI VL        |  |
|                    |            |                     |  |
|                    |            |                     |  |

| AY   | HAFT<br>A | DERS<br>SAATİ | KONU ADI        | KAZANIMLAR   | TEST<br>NO | TEST ADI              |
|------|-----------|---------------|-----------------|--|------------|-----------------------|
| EkiM | 1         | 2             | THEME 1<br>JOBS | Understanding the order<br>of the events I hear /<br>adjectives.<br>Understanding simple<br>interviews / other people's<br>plans.<br>Understanding other<br>people's routines and free<br>time activities.<br>Understanding what<br>people are doing now.<br>Predictions / plans<br>talking about what I like<br>doing in my free time<br>Communicating with<br>people politely.<br>Talking about my interests<br>and hobbies / my summer<br>plans<br>Writing an e-mail about my<br>likes and dislikes / what I'd<br>like to be in the future by<br>giving reasons / about my<br>summer plans. | 1          | THEME 1<br>JOBS I     |
|      | 2         | 2             | THEME 1<br>JOBS | Understanding the order<br>of the events I hear /<br>adjectives.<br>Understanding simple<br>interviews / other people's<br>plans.<br>Understanding other<br>people's routines and free<br>time activities.<br>Understanding what<br>people are doing now.<br>Predictions / plans   | 1-2        | THEME 1<br>JOBS I- II |

|   |   |   |         | talking about what I like<br>doing in my free time<br>Communicating with<br>people politely.<br>Talking about my interests |   |               |
|---|---|---|---------|--|---|---------------|
|   |   |   |         | and hobbies / my summer<br>plans<br>Writing an e-mail about my   |   |               |
|   |   |   |         | likes and dislikes / what I'd  |   |               |
|   |   |   |         | like to be in the future by  |   |               |
|   |   |   |         | giving reasons / about my  |   |               |
|   |   |   |         | summer plans.  |   |               |
|   |   |   |         | Understanding the order  |   |               |
|   |   |   |         | of the events I hear /   |   |               |
|   |   |   |         | adjectives.  |   |               |
|   |   |   |         | Understanding simple   |   |               |
|   |   |   |         | interviews / other people's  |   |               |
|   |   |   |         | plans.   |   |               |
|   |   |   |         | Understanding other  |   |               |
|   |   |   |         | people's routines and free   |   |               |
|   |   |   |         | time activities.   |   |               |
|   |   |   |         | Understanding what   |   |               |
|   |   |   | THEME 1 | people are doing now.  |   | THEME 1       |
|   | 3 |   | JOBS    | Predictions / plans  | 2 | JOBS II       |
|   | Ũ | 2 |         | talking about what I like  | - |               |
|   |   |   |         | doing in my free time  |   |               |
|   |   |   |         | Communicating with   |   |               |
|   |   |   |         | people politely.   |   |               |
|   |   |   |         | Talking about my interests   |   |               |
|   |   |   |         | and hobbies / my summer  |   |               |
|   |   |   |         | plans<br>Motivier and the base and   |   |               |
|   |   |   |         | Writing an e-mail about my   |   |               |
|   |   |   |         | likes and dislikes / what I'd  |   |               |
|   |   |   |         | like to be in the future by  |   |               |
|   |   |   |         | giving reasons / about my  |   |               |
|   |   |   |         | summer plans.<br>experiences about natural disasters happened in the past  |   |               |
|   |   |   | THEME 2 | Comparing two cities / superlatives  |   | THEME 2       |
|   | 4 |   |         | Understanding clear conversations.   | 3 | NATURE AND    |
|   | - | 2 |         | Distinguishing everyday signs and notices.   | 5 | ENVIRONMENT I |
|   |   |   |         | Understanding people's obligations and write about what I have to and don't  |   |               |
| L | I | 1 |         | enservices of poppies of participations and write about what i have to and don't   |   |               |

|       | 5 | 2 | THEME 2<br>NATURE AND ENVIRONMENT | have to.<br>Understanding travel brochures.<br>Writing a comparing paragraph.<br>Talking about what I did yesterday / last weekend/ month / year<br>Writing about the events that happened in the past<br>using first, second, next, then<br>Talking about the best/ worst / funniest things in my life<br>experiences about natural disasters happened in the past<br>Comparing two cities / superlatives<br>Understanding clear conversations.<br>Distinguishing everyday signs and notices.<br>Understanding people's obligations and write about what I have to and don't<br>have to.<br>Understanding travel brochures.<br>Writing a comparing paragraph. | 3-4 | THEME 2<br>NATURE AND<br>ENVIRONMENT I - II |
|-------|---|---|-----------------------------------|--|-----|---|
|       |   |   |                                   | Talking about what I did yesterday / last weekend/ month / year<br>Writing about the events that happened in the past<br>using first, second, next, then<br>Talking about the best/ worst / funniest things in my life<br>experiences about natural disasters happened in the past<br>Comparing two cities / superlatives  |     |   |
| KASIM | 1 | 2 | THEME 2<br>NATURE AND ENVIRONMENT | Understanding clear conversations.<br>Distinguishing everyday signs and notices.<br>Understanding people's obligations and write about what I have to and don't<br>have to.<br>Understanding travel brochures.<br>Writing a comparing paragraph.<br>Talking about what I did yesterday / last weekend/ month / year<br>Writing about the events that happened in the past<br>using first, second, next, then<br>Talking about the best/ worst / funniest things in my life   | 4   | THEME 2<br>NATURE AND<br>ENVIRONMENT II     |
| ×     | 2 | 2 | THEME 2<br>NATURE AND ENVIRONMENT | experiences about natural disasters happened in the past<br>Comparing two cities / superlatives<br>Understanding clear conversations.<br>Distinguishing everyday signs and notices.<br>Understanding people's obligations and write about what I have to and don't<br>have to.<br>Understanding travel brochures.<br>Writing a comparing paragraph.<br>Talking about what I did yesterday / last weekend/ month / year<br>Writing about the events that happened in the past   | 5   | THEME 2<br>NATURE AND<br>ENVIRONMENT III    |

|   |   |                            | using first, second, next, then<br>Talking about the best/ worst / funniest things in my life   |   |                              |
|---|---|----------------------------|---|---|------------------------------|
| 3 | 2 | THEME 3<br>HEALTH AND DIET | <ul> <li>Understanding the ingredients in a recipe / the words about cooking / simple directions.</li> <li>Understanding conditional sentences/ short poems.</li> <li>Countable and uncountable words about food / the words about shopping.</li> <li>The dialogues in a restaurant and give orders in a restaurant.</li> <li>Understanding abbreviations / simple charts, graphs.</li> <li>Understanding information about health and diet</li> <li>Talking about my eating habits.</li> <li>Using quantifiers (some-any - a few - alittle - many - much) in my everyday speech.</li> <li>Asking the price.</li> <li>Sharing feelings and ideas.</li> <li>Writing some short recipes / a menu / short poems on simple topics.</li> </ul> | 6 | THEME 3<br>HEALTH AND DIET I |
| 4 | 2 | THEME 3<br>HEALTH AND DIET | <ul> <li>Understanding the ingredients in a recipe / the words about cooking / simple directions.</li> <li>Understanding conditional sentences/ short poems.</li> <li>Countable and uncountable words about food / the words about shopping.</li> <li>The dialogues in a restaurant and give orders in a restaurant.</li> <li>Understanding abbreviations / simple charts, graphs.</li> <li>Understanding information about health and diet</li> <li>Talking about my eating habits.</li> <li>Using quantifiers (some-any - a few - alittle - many - much) in my everyday speech.</li> <li>Asking the price.</li> <li>Sharing feelings and ideas.</li> <li>Writing some short recipes / a menu / short poems on simple topics.</li> </ul> | 6 | THEME 3<br>HEALTH AND DIET I |

| ARALIK | 2 | 2 | HEALTH AND DIET<br>THEME 3<br>HEALTH AND DIET | <ul> <li>Understanding information about health and diet</li> <li>Talking about my eating habits.</li> <li>Using quantifiers (some-any - a few - alittle - many - much) in my everyday speech.</li> <li>Asking the price.</li> <li>Sharing feelings and ideas.</li> <li>Writing some short recipes / a menu / short poems on simple topics.</li> <li>Understanding the ingredients in a recipe / the words about cooking / simple directions.</li> <li>Understanding conditional sentences/ short poems.</li> <li>Countable and uncountable words about food / the words about shopping.</li> <li>The dialogues in a restaurant and give orders in a restaurant.</li> <li>Understanding information about health and diet</li> <li>Talking about my eating habits.</li> <li>Using quantifiers (some-any - a few - alittle - many - much) in my everyday</li> </ul> | 6 | THEME 3<br>HEALTH AND DIET I<br>THEME 3<br>HEALTH AND DIET II |
|--------|---|---|---|--|---|---|
|        | 2 |   |   | speech.<br>Asking the price.<br>Sharing feelings and ideas.<br>Writing some short recipes / a menu / short poems on simple topics.   |   |   |

| 3 | 2 | THEME 4<br>TOURISM | The order of the story.<br>distinguishing information in a listening text<br>Getting the main idea.<br>Understanding short stories.<br>Understanding what people were doing in the past<br>Understanding people's experiences.<br>adverbs.<br>Reading leaflets.<br>Asking and answering the questions about the past.<br>Asking for and giving information about experiences.<br>Talking about my preferences.<br>Giving ideas about types of holidays.<br>Writing a true story about myself / my experiences / a postcard from a<br>holiday destination.                | 8 | THEME 4<br>TOURISM I |
|---|---|--------------------|--|---|----------------------|
| 4 | 2 | THEME 4<br>TOURISM | Writing the main idea of a story.The order of the story.distinguishing information in a listening textGetting the main idea.Understanding short stories.Understanding what people were doing in the pastUnderstanding people's experiences.adverbs.Reading leaflets.Asking and answering the questions about the past.Asking for and giving information about experiences.Talking about my preferences.Giving ideas about types of holidays.Writing a true story about myself / my experiences / a postcard from a holiday destination.Writing the main idea of a story. | 8 | THEME 4<br>TOURISM I |

|      | 1 | 2 | THEME 4<br>TOURISM | <ul> <li>The order of the story.</li> <li>distinguishing information in a listening text</li> <li>Getting the main idea.</li> <li>Understanding short stories.</li> <li>Understanding what people were doing in the past</li> <li>Understanding people's experiences.</li> <li>adverbs.</li> <li>Reading leaflets.</li> <li>Asking and answering the questions about the past.</li> <li>Asking for and giving information about experiences.</li> <li>Talking about my preferences.</li> <li>Giving ideas about types of holidays.</li> <li>Writing a true story about myself / my experiences / a postcard from a holiday destination.</li> <li>Writing the main idea of a story.</li> </ul> | 9  | THEME 4<br>TOURISM II  |
|------|---|---|--------------------|---|----|------------------------|
| OCAK | 2 | 2 | THEME 4<br>TOURISM | <ul> <li>The order of the story.</li> <li>distinguishing information in a listening text</li> <li>Getting the main idea.</li> <li>Understanding short stories.</li> <li>Understanding what people were doing in the past</li> <li>Understanding people's experiences.</li> <li>adverbs.</li> <li>Reading leaflets.</li> <li>Asking and answering the questions about the past.</li> <li>Asking for and giving information about experiences.</li> <li>Talking about my preferences.</li> <li>Giving ideas about types of holidays.</li> <li>Writing a true story about myself / my experiences / a postcard from a holiday destination.</li> <li>Writing the main idea of a story.</li> </ul> | 10 | THEME 4<br>TOURISM III |
|      | 3 | 2 | Revision 1         | All objectives till theme 4*  | 11 | Revision Test 1        |

| OCAK  | 4 | 2 | Revision 1         | All objectives till theme 4*   | 11 | Revision Test 1       |
|-------|---|---|--------------------|--|----|-----------------------|
|       |   |   |                    | YARIYIL TATİLİ   |    |                       |
| AT    | 1 | 2 | THEME 5<br>SCIENCE | Understanding interviews related to inventors / latest inventions.<br>Taking notes while I'm listening and summarizing the text.<br>Understanding poems / biographies.<br>Giving my opinion about a topic.<br>Understanding simple abbreviations / simple quotes.<br>Agreeing or disagreeing with a topic.<br>Starting, maintaining and ending a conversation.<br>Talking about what I had to do at the weekend.<br>Giving reasons.<br>Talking about what I could (couldn't do when I was a child.<br>Writing e about the craziest / funniest / invention / abiography<br>Keeping a diary. | 12 | THEME 5<br>SCIENCE I  |
| ŞUBAT | 2 | 2 | THEME 5<br>SCIENCE | Understanding interviews related to inventors / latest inventions.<br>Taking notes while I'm listening and summarizing the text.<br>Understanding poems / biographies.<br>Giving my opinion about a topic.<br>Understanding simple abbreviations / simple quotes.<br>Agreeing or disagreeing with a topic.<br>Starting, maintaining and ending a conversation.<br>Talking about what I had to do at the weekend.<br>Giving reasons.<br>Talking about what I could (couldn't do when I was a child.<br>Writing e about the craziest / funniest / invention / abiography<br>Keeping a diary. | 13 | THEME 5<br>SCIENCE II |

|      | 3 | 2 | THEME 5<br>SCIENCE | Understanding interviews related to inventors / latest inventions.<br>Taking notes while I'm listening and summarizing the text.<br>Understanding poems / biographies.<br>Giving my opinion about a topic.<br>Understanding simple abbreviations / simple quotes.<br>Agreeing or disagreeing with a topic.<br>Starting, maintaining and ending a conversation.<br>Talking about what I had to do at the weekend.<br>Giving reasons.<br>Talking about what I could (couldn't do when I was a child.<br>Writing e about the craziest / funniest / invention / abiography<br>Keeping a diary.  | 12-13 | THEME 5<br>SCIENCE I - II |
|------|---|---|--------------------|---|-------|---------------------------|
|      | 4 | 2 | THEME 5<br>SCIENCE | <ul> <li>Understanding interviews related to inventors / latest inventions.</li> <li>Taking notes while I'm listening and summarizing the text.</li> <li>Understanding poems / biographies.</li> <li>Giving my opinion about a topic.</li> <li>Understanding simple abbreviations / simple quotes.</li> <li>Agreeing or disagreeing with a topic.</li> <li>Starting, maintaining and ending a conversation.</li> <li>Talking about what I had to do at the weekend.</li> <li>Giving reasons.</li> <li>Talking about what I could (couldn't do when I was a child.</li> <li>Writing e about the craziest / funniest / invention / abiography</li> <li>Keeping a diary.</li> </ul>                                | 14    | THEME 5<br>SCIENCE III    |
| MART | 1 | 2 | THEME 6<br>YOUTH   | <ul> <li>Taking notes while listening.</li> <li>Predicting the plot of a story.</li> <li>Understanding people's comments / e-mails / complaint letters/short stories.</li> <li>Understanding the names of the sports and equipments.</li> <li>Getting the specific information.</li> <li>Asking for and giving advice.</li> <li>Discussing the theme of a poem.</li> <li>Giving opinion about a sport.</li> <li>Talking about my complaints/the reasons.</li> <li>Numbering the sentences in order to make a dialogue.</li> <li>Saying what something is made of.</li> <li>Talking about the rules of a game.</li> <li>Writing a complaint letter / everyday dialogues and about my favourite sport.</li> </ul> | 15    | THEME 6<br>YOUTH I        |

| 2 | 2 | ТНЕМЕ 6<br>ҮОИТН | <ul> <li>Taking notes while listening.</li> <li>Predicting the plot of a story.</li> <li>Understanding people's comments / e-mails / complaint letters/short stories.</li> <li>Understanding the names of the sports and equipments.</li> <li>Getting the specific information.</li> <li>Asking for and giving advice.</li> <li>Discussing the theme of a poem.</li> <li>Giving opinion about a sport.</li> <li>Talking about my complaints/the reasons.</li> <li>Numbering the sentences in order to make a dialogue.</li> <li>Saying what something is made of.</li> <li>Talking about the rules of a game.</li> <li>Writing a complaint letter / everyday dialogues and about my favourite sport.</li> </ul>   | 16    | THEME 6<br>YOUTH II    |
|---|---|------------------|---|-------|------------------------|
| 3 | 2 | THEME 6<br>YOUTH | <ul> <li>Taking notes while listening.</li> <li>Predicting the plot of a story.</li> <li>Understanding people's comments / e-mails / complaint letters/short stories.</li> <li>Understanding the names of the sports and equipments.</li> <li>Getting the specific information.</li> <li>Asking for and giving advice.</li> <li>Discussing the theme of a poem.</li> <li>Giving opinion about a sport.</li> <li>Talking about my complaints/the reasons.</li> <li>Numbering the sentences in order to make a dialogue.</li> <li>Saying what something is made of.</li> <li>Talking about the rules of a game.</li> <li>Writing a complaint letter / everyday dialogues and about my favourite sport.</li> </ul>   | 15-16 | THEME 6<br>YOUTH I- II |
| 4 | 2 | THEME 7<br>ART   | <ul> <li>Sport.</li> <li>Guessing the end of a film and choosing a suitable title.</li> <li>order of adjectives and describing things using adjectives.</li> <li>Understanding the type of a film / the elements of a story.</li> <li>Completing a table while reading.</li> <li>Understanding past habits / information on posters.</li> <li>Identifying the date / place / topic of an invitation.</li> <li>Understanding referring</li> <li>Giving recommendations about a film.</li> <li>Asking and answer about past habits.</li> <li>Talking about my favourite singer / band / composer / film</li> <li>Writing a review of a film I've seen recently.</li> <li>Preparing an exhibition poster and writing a slogan on it</li> <li>Writing about types of music I like by giving reasons.</li> </ul> | 16    | THEME 7<br>ART I       |

|       | 1 | 2 | THEME 7<br>ART | Guessing the end of a film and choosing a suitable title.<br>order of adjectives and describing things using adjectives.<br>Understanding the type of a film / the elements of a story.<br>Completing a table while reading.<br>Understanding past habits / information on posters.<br>Identifying the date / place / topic of an invitation.<br>Understanding referring<br>Giving recommendations about a film.<br>Asking and answer about past habits.<br>Talking about my favourite singer / band / composer / film<br>Writing a review of a film I've seen recently.<br>Preparing an exhibition poster and writing a slogan on it<br>Writing about types of music I like by giving reasons. | 17    | THEME 7<br>ART II    |
|-------|---|---|----------------|---|-------|----------------------|
| NISAN | 2 | 2 | THEME 7<br>ART | Guessing the end of a film and choosing a suitable title.<br>order of adjectives and describing things using adjectives.<br>Understanding the type of a film / the elements of a story.<br>Completing a table while reading.<br>Understanding past habits / information on posters.<br>Identifying the date / place / topic of an invitation.<br>Understanding referring<br>Giving recommendations about a film.<br>Asking and answer about past habits.<br>Talking about my favourite singer / band / composer / film<br>Writing a review of a film I've seen recently.<br>Preparing an exhibition poster and writing a slogan on it<br>Writing about types of music I like by giving reasons. | 16-17 | THEME 7<br>ART I- II |
|       | 3 | 2 | THEME 7<br>ART | Guessing the end of a film and choosing a suitable title.<br>order of adjectives and describing things using adjectives.<br>Understanding the type of a film / the elements of a story.<br>Completing a table while reading.<br>Understanding past habits / information on posters.<br>Identifying the date / place / topic of an invitation.<br>Understanding referring<br>Giving recommendations about a film.<br>Asking and answer about past habits.<br>Talking about my favourite singer / band / composer / film<br>Writing a review of a film I've seen recently.<br>Preparing an exhibition poster and writing a slogan on it<br>Writing about types of music I like by giving reasons. | 18    | THEME 7<br>ART III   |

|       | 4 | 2 | THEME 8<br>WINNERS AND LOSERS | Understanding the topic with the help of the title / simple announcements.<br>Understanding success stories.<br>Predicting the end of a story.<br>understanding a questionnaire.<br>understanding people's problems / formal letters / people's experiences.<br>Giving opinion about people's quotes.<br>Sharing information about stress.<br>Talking about fixed arrangements.<br>Giving a formula for being successful.<br>Talking about my problems and what makes me happy.<br>Writing an ending for a story / aletter to a problem page / a recipe for<br>happiness.<br>Checking and editing my writing.  | 19    | THEME 8<br>WINNERS AND LOSERS I     |
|-------|---|---|-------------------------------|--|-------|-------------------------------------|
| MAYIS | 1 | 2 | THEME 8<br>WINNERS AND LOSERS | <ul> <li>Understanding the topic with the help of the title / simple announcements.</li> <li>Understanding success stories.</li> <li>Predicting the end of a story.</li> <li>understanding a questionnaire.</li> <li>understanding people's problems / formal letters / people's experiences.</li> <li>Giving opinion about people's quotes.</li> <li>Sharing information about stress.</li> <li>Talking about fixed arrangements.</li> <li>Giving a formula for being successful.</li> <li>Talking about my problems and what makes me happy.</li> <li>Writing an ending for a story / aletter to a problem page / a recipe for happiness.</li> <li>Checking and editing my writing.</li> </ul> | 20    | THEME 8<br>WINNERS AND LOSERS II    |
|       | 2 | 2 | THEME 8<br>WINNERS AND LOSERS | <ul> <li>Understanding the topic with the help of the title / simple announcements.</li> <li>Understanding success stories.</li> <li>Predicting the end of a story.</li> <li>understanding a questionnaire.</li> <li>understanding people's problems / formal letters / people's experiences.</li> <li>Giving opinion about people's quotes.</li> <li>Sharing information about stress.</li> <li>Talking about fixed arrangements.</li> <li>Giving a formula for being successful.</li> <li>Talking about my problems and what makes me happy.</li> <li>Writing an ending for a story / aletter to a problem page / a recipe for happiness.</li> <li>Checking and editing my writing.</li> </ul> | 19-20 | THEME 8<br>WINNERS AND LOSERS I- II |

|         | 3 | 2 | Revision Test 2                                    | All objectives between theme 4 and 8* | 21 | Revision Test 2  |
|---------|---|---|--|---------------------------------------|----|--|
|         | 4 | 2 | General Revision Test 1                            | All objectives                        | 22 | General Revision Test<br>1                               |
|         | 5 | 2 | General Revision Test 2                            | All objectives                        | 23 | General Revision Test<br>2                               |
| HAZIRAN | 1 | 2 | General Revision Test 1<br>General Revision Test 2 | All objectives                        | 24 | General Revision Test<br>1<br>General Revision Test<br>2 |