

**T.C.  
MILLÎ EĞİTİM BAKANLIĞI  
Talim ve Terbiye Kurulu Başkanlığı**

**ÇOCUKLAR İÇİN İNGİLİZCE ERKEN DİL  
ÖĞRETİMİ KURS PROGRAMI**

**ANKARA  
2012**

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SAYI: 1.	TARİH: 27.01.2012	KONU: Çocuklar İçin İngilizce Erken Dil Öğretimi Kurs Programı
ÖNCEKİ KARARIN		
SAYI:	TARİH:	

Özel Öğretim Kurumları Genel Müdürlüğünün 27.01.2010 tarihli ve 766 sayılı teklif yazısı üzerine Kurulumuzda görüşülen **Çocuklar İçin İngilizce Erken Dil Öğretimi Kurs Programının** ekli örneğine göre kabulü kararlaştırıldı.



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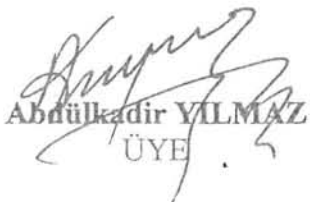
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**Aslı Gibidir:**



- KURUMUN ADI** :
- KURUMUN ADRESİ** :
- KURUCUSUNUN ADI** :
- PROGRAMIN ADI** : Çocuklar İçin İngilizce Erken Dil Öğretimi Kurs Programı
- PROGRAMIN DAYANAĞI** : 1739 sayılı Millî Eğitim Temel Kanunu, 5580 sayılı Özel Öğretim Kurumları Kanunu, Özel Öğretim Kurumları Yönetmeliği, Özel Kurslar Yönetmeliği, 05.05.2005 tarih ve 24 sayılı Özel Kurslar Çerçeve Programı
- PROGRAMIN SEVİYESİ** : Bu program 3-11 yaş aralığındaki çocuklar için hazırlanmıştır.
- 3-4 Yaş İçin İngilizce
  - 4-5 Yaş İçin İngilizce
  - 5-6 Yaş İçin İlk Defa İngilizce
  - 5-7 Yaş İçin İngilizce
  - 8-11 Yaş İçin İngilizce
- PROGRAMIN AMAÇLARI** :
- 3-4 Yaş İçin İngilizce  
Bu program ile kursiyerlerin;
    1. Kendilerini İngilizce tanıtabilmeleri,
    2. İngilizce verilen basit bazı komutları yerine getirebilmeleri,
    3. 1-10 arası sayıları İngilizce söyleyebilmeleri,
    4. Bedenin bölümleri, araçlar, nesnelere, hayvanlar, aile üyeleri, giysiler, meslekler, meyveler, sebzeler ile ilgili İngilizce sözcük bilgisine sahip olmaları,
    5. Basit bazı uygun yanıtlar verebilmeleri,
    6. Yönergeleri izleyerek grup içinde uyumlu biçimde öğrenme etkinliklerini yürütmeleri beklenmektedir.
  - 4-5 Yaş İçin İngilizce  
Bu program ile kursiyerlerin;
    1. Kendilerini İngilizce ayrıntılı bir şekilde tanıtabilmeleri,
    2. Başkaları ile tanışırken gereksinim duyulan kullanımları tanımaları,
    3. İngilizce verilen basit bazı komutları yerine getirebilmeleri,
    4. Gün içinde kullanılan sosyal ifadeleri yerinde kullanabilmeleri,
    5. Yiyecek, eşyalar ve bunların boyutları, müzik aletleri, mevsimler ve onlara uygun giysi adları ile ilgili İngilizce sözcük bilgisine sahip olmaları,
    6. Basit bazı sorulara uygun yanıtlar verebilmeleri,
    7. Sesletimi aynı, anlamları farklı bazı sözcükleri ayırt edebilmeleri,
    8. Yönergeleri izleyerek grup içinde uyumlu biçimde öğrenme etkinliklerini yürütmeleri beklenmektedir.

• 5-6 Yaş İçin İlk Defa İngilizce

Bu program ile kursiyerlerin;

1. Kendilerini İngilizce tanıtabilmeleri,
2. Başkaları ile tanışırken kullanılan yapıları tanımaları,
3. İngilizce verilen basit bazı komutları yerine getirebilmeleri,
4. Gün içinde kullanılan sosyal ifadeleri yerinde kullanabilmeleri,
5. Bedenin bölümleri, araçlar, nesnelere, hayvanlar, aile üyeleri, giysiler, meslekler, meyveler, sebzeler, eşyalar ve bunların boyutları, müzik aletleri, mevsimler ve onlara uygun giysi adları ile ilgili İngilizce sözcük bilgisine sahip olmaları,
6. Basit bazı sorulara uygun yanıtlar verebilmeleri,
7. Yönergeleri izleyerek grup içinde uyumlu biçimde öğrenme etkinliklerini yürütmeleri beklenmektedir.

• 5-7 Yaş İçin İngilizce

Bu program ile kursiyerlerin;

1. Okul içinden ve çevresindekilerden İngilizce olarak söz edebilmeleri,
2. Bedenin bölümlerini ayrıntılı olarak anlatabilmeleri,
3. Araçlar, meslekler, müzik aletleri, spor, giysiler, haftanın günleri, mevsimler ve hava şartları, evin farklı bölümleri ve eşyalar, hastalıklar, nesnelere biçimleri, geçmiş zaman deneyimleri, günün farklı bölümlerinde yapılan eylemlerle ilgili İngilizce sözcük bilgisine sahip olmaları,
4. İngilizce soru sorabilme ve sorulara uygun yanıtlar verebilmeleri
5. 1-30 arası rakamları söylemeleri,
6. Etrafındakilerle doğrudan bilgi alışverişinde bulunarak basit düzeyde iletişim kurabilmeleri,
7. Yönergeleri izleyerek grup içinde uyumlu biçimde öğrenme etkinliklerini yürütmeleri beklenmektedir.

• 8-11 Yaş İçin İngilizce

Bu program ile kursiyerlerin;

1. Araçlar, meslekler, müzik aletleri, spor, giysiler, haftanın günleri, mevsimler ve hava şartları, evin Farklı bölümleri ve eşyalar, hastalıklar, nesnelere biçimleri, geçmiş zaman deneyimleri, günün farklı bölümlerinde yapılan eylemlerle ilgili İngilizce sözcük bilgisine sahip olmaları ve bu sözcükleri doğru biçimde yazıp okuyabilmeleri,

2. İngilizce sözlü ve yazılı olarak soru sorabilme ve sorulara uygun yanıtlar verebilmeleri,
3. 1-30 arası rakamları okuyabilme, yazabilme ve söyleyebilmeleri,
4. Etrafindakilerle doğrudan bilgi alışverişinde bulunarak basit düzeyde iletişim kurabilmeleri,
5. Temel düzeyde İngilizce metin ve diyalogları okuyabilme ve yazılı olarak kendini ifade edebilmeleri,
6. Yönergeleri izleyerek grup içinde uyumlu biçimde öğrenme etkinliklerini yürütmeleri beklenmektedir.

## **PROGRAMIN UYGULANMASIYLA İLGİLİ AÇIKLAMALAR**

1. Kurs programı, okul öncesi ve örgün eğitim çağındaki çocukların yabancı dil eğitim ihtiyaçlarını karşılamak üzere hazırlanmıştır. Eğitim bilim ve dil bilim alanında yapılan çalışmalar yabancı dil öğretiminin olabildiğince erken yaşlarda başlamasının gerekliliği üzerinde durmaktadır. Çocuklar erken yaşlarda biyolojik, sosyal veya duygusal engellerinin olmayışından, öğrenmeye yönelik yanlış inanışlarının henüz varolmamasından, hata yapmaktan korkma ve utangaçlık gibi öğrenmeye engel duyu durumlarından uzak olmalarından dolayı daha hızlı öğrenirler. Ayrıca erken yaşlarda başlayan dil eğitimi ana dil konuşucusu gibi sesletim yapma becerilerini pekiştirir. Çocukların beyinlerindeki dil gelişimi iki yaşında başlar ve bu gelişim ergenlik dönemine kadar sürer. Eğer çocuk bu dönemde yabancı dil öğrenmeye başlarsa yabancı dili de ana dili gibi rahatlıkla öğrenebilir. Yabancı dil öğretiminin bir amacı da çocuğa kendi dili ve kültürünün dışındaki dillerin ve kültürlerin varlığının bilincini vermektir. Dil bilimciler ve eğitimciler erken yaşta yabancı dil öğretiminin çocuğun bilişsel gelişimine katkıda bulunacağını belirtmektedirler. Ana dil edinimi süresince öğrenilen yabancı dil çocuğun sadece hedef dil becerileri geliştirmesini sağlamakla kalmaz aynı zamanda ana dilindeki edinim sürecini de hızlandırır.

2. Çocuklara yabancı dil öğretimi yapılırken yaşlarına uygun materyaller seçilmeli ve oyunlarla, şarkılarla ve değişik eğitici etkinliklerle dilin kazandırılması hedeflenmelidir. Çocuklar yaşam doludurlar ve keşfetmeye hazırdırlar. Bu nedenle çocuklar yabancı bir dilde öğrendikleri sözcükleri oyunlarla, şarkılarla, canlandırmalarla öğrendikleri zaman öğrenme büyüklere oranla daha kolay gerçekleşir. Talim ve Terbiye Kurulunun 30.03.2000 tarih ve 32 sayılı Karar ile kabul ettiği Okul Öncesi Eğitim Kurumları ve İlköğretim Okulu Yabancı Dil Öğretim Etkinlikleri Programı'nın Uygulanma Esaslarında okul öncesi yaş grubundaki öğrencilerin dili analiz edemedikleri ancak dokundukları, gördükleri somut olayları ve nesnelere algılayabildikleri belirtilmiştir. Bu yaş grubundaki çocuklar öğrenme sürecine dinleme becerisi ile başlarlar sonra sırasıyla konuşma, ve yaşları ilerleyince de okuma ve yazma ile devam ederler. Çok zengin bir düş gücüne sahiptirler, kısa zamanda yaptıkları etkinliklerden sıkılırlar, sürekli tekrara gereksinim duyarlar. Anımsamaları için ilginç ve akılda kalıcı materyallere gereksinim duyarlar, paylaşma ve iş birliğini öğrendikleri etkinlikleri severler. Çocukların bu özellikleri dikkate alınır, erken yaşta yabancı dil öğrenimine başlamak; sosyal, fiziksel, ruhsal, psikolojik ve zihinsel gelişimlerini etkili bir biçimde hızlandıracaktır.

Farklı yaşlardaki çocukların fiziksel, bilişsel ve duygusal gelişimleri açısından taşıdıkları özellikler gereksinimlerini etkilemekte olduğundan, bu öğrencilere verilen yabancı dil eğitiminde sınıf içi uygulamalara dikkat edilmesi gerekmektedir.

### 3-6 yaş arası çocuklar

Özellikler	Gereksinimler	Sınıf İçi Örnek Uygulamalar
Motor becerileri gelişmiştir, merak ve araştırma duyguları artar, cümleler kurar, sınıflandırmalar yapabilirler, çevresindeki olay ve nesnelere sembollerle ifade edebilirler. Sınıflama becerisi gelişir, renkleri ayırır, acıkınca ne yersin? tarzında soruları yanıtlayabilir. Grup içinde oynamaya hazırdırlar.	Merak duygularının giderilmesi, sınıflandırma, kendi kendine çalışma, grup içinde çalışma, sorulara yanıt verme, olumlu karşılık almaya gereksinimleri vardır.	Öncelikle bireysel farklılıklar göz önünde bulundurularak grup çalışması, bireysel çalışma etkinlikleri yapılmalı, şarkı ve oyunlar eşliğinde eğlenerek öğrenme sağlanmalı, görsel materyallerden faydalanılmalı. Fiziksel aktivitelerden yararlanılmalı.

### 7-11 yaş arası çocuklar

Özellikler	Gereksinimler	Sınıf İçi Örnek Uygulamalar
Bu evrede çocuklar özgün öğretim için hazırdırlar, mantıksal düşünme, motor ve dinleme becerilerinde artış olmuştur. İş birliğine yatkındırlar, öğrenmeyi daha ciddiye alırlar, dikkatleri kolay dağılır.	Övgü alma, sorumluluk üstlenme, dikkat gerektiren etkinliklere gereksinimleri vardır.	Bireysel farklılıklar göz önünde bulundurularak bağımsız ve işbirlikli etkinliklere yer verilmeli, eğlenerek öğrenmeyi sağlayan ama dikkat gerektiren uygulamalara yer verilmeli.

3. Program 3 yaşından 11 yaşına kadar olan çocuklara yönelik hazırlanmış olup beş alt seviyeye bölünmüştür. Bu seviyelendirme yapılırken öğrencilerin yaşlarına göre sahip olacakları fiziksel, bilişsel, duygusal gelişimleri göz önünde bulundurulmuş, birbirlerine yakın yaş grupları aynı grupta sınıflandırılmıştır. Ayrıca programa yaşı dolayısıyla ilk basamaktan başlayamayacak çocuklar için ayrı bir sınıflandırma yapılmış, böylece kursun eksiksiz tamamlanabilmesi olanağı yaratılmıştır. Aşağıda bu sınıflandırma verilmiştir.

4. Çocuklar için İngilizce Erken Öğretim Programı bir daldırma sistemidir. Bu sistemde eğitim, İngilizce konuşularak gerçekleştirilen oyunlarla, fiziksel aktivitelerle, şarkılarla vb. yapılır. Bunun dışında çocuk dilin ritmini, sesini, sesletimini ve tonlamasını en doğru şekilde alsın diye ebeveynlere çocuklara her gün arka planda İngilizce dinletiler yaptırılması önerilir. Çocuk, evde dinlediği cümle ve şarkıların anlamlarını, sınıfta öğretmenin hazırladığı materyaller ile öğrenir, kavrar. Çocuk hedeflenen becerileri iyice kavradığında ve ünitenin içeriğini kullanabilecek düzeye geldiğinde bir sonraki üniteye geçilir.

5. Çocuklar için İngilizce erken öğretim programıyla öğrenmenin temeli, çocuğun ana dilini öğrenmiş olduğu şekilde, tekrarlı dinleme ve olumlu destekle ikinci bir dili edinmesidir. Bu kurs programı özellikle küçük yaşta çocuklar için uygun olmasının yanında her yaşta çocuk için uygundur. Araştırmalar küçük çocukların tekrar yolu ile İngilizce öğrenmede daha hızlı geliştiğini göstermektedir. Çocuklar bir hikâyeyi veya CD'leri tekrar tekrar dinlemekten hoşlanırlar.

6. Çocuk ne kadar küçük olursa ve dile ne kadar çok maruz kalırsa, o dili o kadar kolay öğrenir. Ayrıca, çocuğun ikinci bir dili öğrenebilmesi için o dilde düzenli olarak iletişim kurması gerekir. İkinci bir dil öğrenirken hedef dile maruz bırakma ne kadar erken olursa çocuk o dili o

kadar çok kavrar ve o dilde iletişim kurması o kadar çok kolaylaşır. Bu sebepten, bu programda derslerde sürekli İngilizce konuşularak iletişim kurulmaya çalışılmaktadır.

7. Çocuklar İçin İngilizce Erken Dil Öğretim Programı'nın temel ilkeleri şunlardır:

- a. Tekrarlı Dinleme: İşitsel malzemeler immersiyon(daldırma/ hedef dile maruz bırakma) sisteminin temelidir. Tekrarlı dinlemeler sonunda çocuk İngilizce'nin seslerine, kelimelerine ve cümle yapılarına yabancı olmamaya başlar. Ebeveynlere evde, arka planda çocuklarına İngilizce dinletiler yapmaları önerilir. Buradaki arka plandan kasıt çocuğun kısa süreli belleği başka bir işle meşgulken (yemek yeme, oyun oynama vb.) dinletide duyduklarının uzun süreli belleğe gitmesidir. Çocuklara dinletiler aracılığıyla işitsel olarak algıladıkları, derslerde öğretmenler tarafından flaş kartlar, oyuncaklar ve öğretmenlerin hazırladıkları materyallerle görselleştirilir.
- b. Olumlu Destek: Öğretmen derslerinde her bir çocuğu ayrı ayrı cesaretlendirir ve bunu ilerlemenin azlığına bakmadan her bir başarıyı ayrı ayrı överek yapar. Olumlu destek, öğrenme sürecindeki çocuğun kendine güvenini güçlendirir. Çocuk öğrenmenin eğlenceli olduğunu düşünür ve güdüsü artar.
- c. Çeviri Kullanmama: Sınıflarda ana dile çeviri kullanılmaz. Çocukların dili doğrudan kavramaları için sözcüklerin bir dilden diğer bir dile çevrilmesine ihtiyaç yoktur. Çocuklar dili kendilerine gösterilen resimlerle, kendi yaptıklarıyla, işaretlerle ya da öğretmeni taklit ederek öğrenirler. Biz dil öğretiminde holistik (bütüncül) bir yol izleriz. "Tüm duyuların kullanılması" buna en iyi örnektir.
- d. Küçük Gruplar: Bir grup içinde sekizden fazla çocuk bulunmaması çok önemlidir. Böylelikle öğretmen her bir çocukla yeterince ilgilendiğinden emin olur ve zayıf çocuğa bireysel olarak yardım edebilir.
- e. Güdü: Çocuklar evde İngilizce dinletiler yaparak daha hızlı öğrenirler ve başlangıçtan itibaren başarılı olurlar. İngilizce dinleti yapan çocuklar dilin artık onlara çok da yabancı gelmemesinden dolayı derslerdeki materyallere daha fazla odaklanırlar. Bu durum öğrenmeyi eğlenceli ve zevkli hale getirir. Olumlu destek yöntemi ve eğlenceli aktiviteler çocuğun kendine güvenini artırır.

8. Program karma yaklaşım dikkate alınarak hazırlanmıştır. Yapısal, durumsal, konu odaklı, kavramsal/işlevsel, süreç/görev odaklı ve beceri odaklı yaklaşımlardan yararlanılmıştır. Bu program sarmal programlama yaklaşımına dayalı bir içerikle düzenlenmiştir. Bu tip programda içerik doğrusal bir sıra izlemez. Daha önce öğrenilmiş konular gerektikçe tekrarlanır. Bu şekilde aynı konu farklı zamanlarda tekrar edilmekte ve pekiştirilmektedir. Konunun unutulması bu formatla engellenirken tekrarlar sırasında öğretmenin öğrencilerin öğrenme düzeylerine yönelik değerlendirme yapması da sağlanmaktadır. Çocuk yanlış yaptığında doğrudan düzeltme yerine doğal iletişimi bozmadan geri bildirim verilmektedir.

9. Çocuğun dili kullanırken kendini rahat hissedebilmesi için sınıf ortamı güdüyü arttırıcı nitelikte düzenlenmelidir. Sınıflarda çocukların hoşlanacağı renkli ve rahat ortamlar sunulmaktadır. Klasik düzendeki gibi sıra, sandalye ve tahta yerine rahat ve renkli minderlerin olduğu, çocuğun rahatça hareket edebileceği ve kendisini rahat hissedebileceği bir sınıf ortamı yaratılmalıdır.

10. Öğretmen sınıfta Türkçe konuşan çocuğa, onu anladığını belli etmelidir. Ancak çocuklara model olmak için sadece İngilizce konuşmalıdır. Öğretmen çocuklara İngilizce konuşmaları için asla baskı uygulamamalıdır. Türkçe konuşan öğrencilere İngilizce cevap vererek İngilizce konuşmaya cesaretlendirmelidir.

11. Programda toplam beş düzey ( "3-4 yaş" için İngilizce, "4-5 yaş" için İngilizce, "5-6 yaş" için ilk defa İngilizce, "5-7 yaş" için İngilizce, "8-11 yaş" için İngilizce) bulunmaktadır. Bu düzeylerde işlenecek olan konular programın içeriğinin toplam kurs süresine göre haftalık

dağılımında gösterilmektedir. İçerik konuların özelliğine göre aşamalıdır ve sarmal programlama yapılmıştır. Bu nedenle aynı konular farklı zamanlarda tekrar ele alınabilir.

12. Bu kurs programının uygulanmasında gösteri (demonstration), soru-cevap (question and answer), drama ve rol yapma (drama and role play), benzetim (simulation), ikili çalışmalar ve grup çalışmaları (pair-work and group work), pandomim (miming), eğitsel oyunlar (educational games), işbirlikli öğrenme (cooperative learning), işitsel-dilsel yöntem (audio-lingual method), işitsel- görsel yöntem (audio- visual method), iletişimsel dil öğrenme yöntemi (communicative language teaching method), tüm fiziksel tepki yöntemi (total physical response) öğretim yöntem-teknikleri uygulanabilir.

13. Bu kurs programında resim ve el işi çalışmaları ( art and craft activities), öykü anlatma (storytelling), dinleme aktiviteleri (listening activities), görsel okuma aktiviteleri (visual reading activities), yazma aktiviteleri (okuma-yazma bilenlerle) aktiviteleri uygulanmalıdır.

14. Bu programda kursiyerler dinleme becerilerini geliştirici öğretim görmektedirler. Yapılan araştırmalar dinleyerek öğrenmenin kalıcı olduğunu kanıtlamaktadır. Kursiyerler bir yandan öğrenirken bir yandan öğrendiklerinin pratiğini yaparlar. Öğretim programının uygulanmasında DİNLE-ÖĞREN-PRATİK YAP-OYNA prensibi izlenir. Tüm düzeylerde dersler dinletme aktiviteleri ile başlar. Dil bilgisi doğrudan değil dolaylı bir yol ile verilir. Bol tekrarlı bir biçimde İngilizce iletişim kurularak öğrencinin dil bilgisi kurallarını sezgisel olarak kullanabilmeleri hedeflenir. Okuma-yazma bilmeyen öğrencilerde resimler üzerinden görsel okuma yaptırılır. Öğretim oyunlar ve etkinliklerle sağlanır. Okuma-yazma bilmeyen öğrencilerin dilbilgisi kurallarını tam anlamıyla çözümülemesi olası değilse bile cümlelerin veya sözcük öbeklerinin bolca tekrarlanması ile dil bilgisine uygun cümleler kullanması sağlanabilir.

15. Programa 3-4 yaş arasında başvuranların takip edecekleri eğitim sırasıyla; 3-4 yaş için İngilizce, 4-5 yaş için İngilizce, 5-7 yaş için İngilizce ve 8-11 yaş için İngilizce'dir. Toplam eğitim, 288 hafta (48 + 48 + 96 + 96 =288) sonunda tamamlanmış olur.

16. Programa 5-6 yaş arasında başvuranların takip edecekleri eğitim sırasıyla; 5-6 yaş için İlk Defa İngilizce, 5-7 yaş için İngilizce, 8-11 yaş için İngilizce'dir. Toplam eğitim, 256 hafta (64 + 96 + 96 = 256) sonunda tamamlanmış olur.

17. Programa okuma yazma eğitimini almış olarak 8 yaştan başlayarak 11 yaşa dek başvuranlar doğrudan 8-11 yaş için İngilizce programından başlarlar. 96 hafta sonunda program tamamlanmış olur.

18. Programın tüm seviyelerine katılan öğrencilere kursa katılım belgesi verilir.

19. Herhangi bir kurs eğitimi esnasında/sonunda programa ara veren ve daha sonra yeniden başlamak isteyen öğrenciler programa dahil edilmeden önce dil becerilerini ölçen bir değerlendirmeden geçirilir. Bu değerlendirme programda kullanılan "yönerge ver-yaptır" biçiminde bir değerlendirme değildir. Öğrenci bu değerlendirmenin sonucuna ve yaş grubuna uygun olan seviyede programa dahil edilir.

## **PROGRAMIN SÜRESİ**

Programlar her bir sınıflandırma için yaş grupları göz önünde bulundurularak aşağıdaki biçimde planlanmıştır:

- 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİM SÜRESİ  
Programın toplam süresi: 48 ders saati
- 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİM SÜRESİ  
Programın toplam süresi: 48 ders saati
- 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİM SÜRESİ  
Programın toplam süresi: 64 ders saati



- 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİM SÜRESİ  
Programın toplam süresi: 96 ders saati
- 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİM SÜRESİ  
Programın toplam süresi: 96 ders saati

## **PROGRAM İÇERİĞİNİN TOPLAM KURS SÜRESİNE GÖRE HAFTALIK DAĞILIMI**

### **HAFTALIK DERS PROGRAMINA YÖNELİK BİLGİLENDİRME**

Farklı düzeyler için hazırlanan ders programlarının her biri temalar altında toplanmıştır. Her bir temayı takiben revision (tekrar) ve assessment (değerlendirme) yapılmaktadır. İçerik tablolarında sırasıyla theme, unit, week-lesson, skills, functions, tasks, target vocabulary, structures, methods/techniques/activities ve sources and materials bölümlerine yer verilmiştir.

Theme: Ünitelere göre daha genel olan tema adlarını belirtir.

Unit: Ünite adını içerir. Revision (tekrar) assessment (değerlendirme) yapılan haftalar ayrıca belirtilmiştir.

Week-Lesson: Hangi hafta kaçınıcı dersin yapılacağı bilgisi verilmiştir.

Skills: O ünite de hangi becerilere yer verileceği belirtilmiştir. Dil öğretiminde dört farklı beceri öne çıkar. Bunlar okuma, yazma, dinleme ve konuşmadır. Okuma yazmayı henüz bilmeyen öğrenciler görsel okuma yaparlar, yazma becerisi aranmaz. Okuma yazma aşamasına geçen öğrencilerin bu becerilerini geliştirmeleri için uygulamalar yapılır.

Functions: Dilin hangi işlevinin o derste hedeflendiği ile ilgili bölümdür. Kendini tanıtmak, selamlaşma, soru sorma, ayırt etme, bilgi verme, emir verme, ricada bulunma bunlardan bazılarıdır.

Tasks: Derste öğrenciler tarafından yerine getirilecek görevlerdir. Bunlar çocukların yaş ve ilgileri göz önünde bulundurularak ve dersin hedeflerine uygun biçimde tasarlanmış etkinliklerdir. Öğrencilerin dil kullanımlarını üst düzeye çıkarmak ve dersin daha zevkli biçimde yürütülmesini sağlamak amacıyla geliştirilmişlerdir. Okuma yazma bilmeyen gruplarla resimleme, yapııştırma, basit maketler yapma, kuklalarla diyalog kurma gibi görevler yerine getirilirken okuma yazma bilen gruplarda okuma ve yazma becerilerini de içeren görevlendirmelere yer verilmiştir.

Target Vocabulary: İlgili ünite ve haftada öğrenilmesi hedeflenen sözcüklere bu bölümde yer verilmiştir. Öğrenmenin pekiştirilmesi amacıyla bazı sözcükler farklı haftalarda tekrarlanabilir.

Structures: İlgili ünite ve haftada öğrenilmesi hedeflenen dil yapıları bu bölümde verilmiştir. Dildeki zaman kullanımları, emir kipleri, soru biçimleri gibi yapıların hedef sözcüklerin yer aldığı örneklerle öğretimi hedeflenmiştir. Öğrenmenin pekiştirilmesi amacıyla bazı yapılar farklı haftalarda tekrarlanabilir.

Methods&Techniques&Activities: Kullanılacak dil öğretim yöntemi, teknik ve etkinliklerini gösterir bölümdür. Dersin niteliği ve yaş gruplarının özellikleri bakımından tek bir yöntem yerine dil öğretiminde “eclectic” denilen yani her bir yöntem ve teknikten bazı uygulamaların yer aldığı karma/sarmal bir yöntem izlenir.

Sources &Materials: Derslerde kullanılacak kaynak ve ders materyallerini içeren bölümdür. Bunlar dersler için belirlenen kaynak kitap, CD’ler, kuklalar, boyama kitapları, oyuncaklar, gerçek nesnelere, resimli kartlardır.

Bir sonraki sayfadan başlayarak her bir sınıf için hazırlanmış olan haftalık izleniler sunulmuştur. Ölçme ve değerlendirmeye yönelik esaslara, izlendikten sonra değinilmiştir.

### 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

#### THEME: INTRODUCING YOURSELF

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
1-Hello! Goodbye!	1	1. Listening to a song for pleasure. (Listening) 2. Using basic greeting expressions, singing. (Speaking) 3. Visual Reading. (Reading)	1. Greeting and introducing yourself	1. Rolling the balls to each other while introducing yourself	Hello, good morning, look, I, you, what, name	1. I am ... 2. You are ... 3. What's your name?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
1-Hello! Goodbye!	2	1. Listening to a chant and repeating it. (Listening) 2. Using basic greeting expressions, singing. Handling numbers (1-5) (Speaking) 3. Visual Reading. (Reading)	1. Greeting and introducing yourself 2. Counting from 1 to 5	1. Rolling the balls to each other while introducing yourself. (to recycle previous lesson) 2. Taking objects out of the box and counting	One,two, three, four, five, jump, turn around	1. I am.. 2. You are.. 3. One-two-three jump/turn around.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Toys

## 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: INTRODUCING YOURSELF

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
2-My body	3	1. Listening to a song and singing it. (Listening) 2. Saying the parts of the body, singing for correct pronunciation, handling numbers. (Speaking) 3. Visual Reading. (Reading)	1. Identifying body parts 2. Counting from 1 to 5	1. Colouring body parts in pictures	Head, shoulder, hands, foot, mouth, nose, knees, hands, clap, touch, here	1. Here is/are my hand/hands. 2. How many hands do you have? I have two hands. 3. Touch your ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course book 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
2-My body	4	1. Listening to a song for pleasure. (Listening) 2. Saying parts of the body, saying numbers (1-5), singing. (Speaking) 3. Visual Reading. (Reading)	1. Identifying body parts 2. Counting from 1 to 10	1. Colouring the body parts of a cartoon character 2. Colouring fingers and toes of hand and foot pictures	Five, six, seven, eight, nine, ten, fingers, toes, count	1. Here are my ... 2. How many fingers do you have? I have ten fingers. 3. Count your ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course book 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Toys 8. Flash cards

## 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: INTRODUCING YOURSELF

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
3-Transport and me	5	1. Listening to a song according to the unit and follow repeated commands. (Listening) 2. Saying some transport vehicles, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying the transport vehicles	1. Colouring transport vehicles in pictures	Car, bus, truck, train, plane, minibus	1. What is this? 2. This is a ..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course book 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
3-Transport and me	6	1. Listening to a song for pleasure (Listening) 2. Saying transport vehicles, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying the transport vehicles and verbs related to transport	1. Colouring a truck and the characters of the story	Drive, stop, driver, sleep, give me	1. What is that? 2. That is a .. 3. Drive, don't stop!	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course book 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Toys 8. Flash cards

## 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: INTRODUCING YOURSELF

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
4-What am I doing?	7	1. Listening to a song and singing and acting it out.(Listening) 2. Saying some actions, singing, interacting in a simple way (Speaking) 3. Visual Reading (Reading)	1. Identifying actions happening now 2. Asking and giving information about actions that are happening now	1. Preparing a 3-D road from a card board and driving toy vehicles on it (recycling previous unit) 2. Role-playing actions	Sleep, drive, go, sit, stand, look, laugh, cry	1. What am I doing? 2. I am sleeping. 3. What are you doing?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. 3-D props
4-What am I doing?	8	1. Listening to a song according about the theme for pleasure (Listening) 2. Saying some actions, singing, asking some simple questions (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about the actions that are happening now	1. Acting using the puppets	Eat, dance, he, she, sleep, drive, laugh, cry	1. What is s/he doing? 2. S/he is dancing.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Toys 8. Puppets

## 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: INTRODUCING YOURSELF

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
5-Colours	9	1. Listening to a song for pleasure (Listening) 2. Saying some colours, actions, singing, identifying what he/she means by pointing it (Speaking) 3. Visual Reading (Reading)	1. Identifying colours 2. Identifying actions	1. Colouring vehicles according to the teacher's instructions 2. Role-playing actions	Red, blue, yellow, black, colour, paint, we, they	1. What are you doing? We are driving red cars.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
5-Colours	10	1. Listening to a song for pleasure (Listening) 2. Saying some colours, body parts, singing (Speaking) 3. Visual Reading (Reading)	1. Following classroom instruction such as "Let's paint the mouth" 2. Identifying colours	1. Colouring the body parts	Brown, pink, green, let's	1. What are you doing? 2. Let's paint..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Toys

## 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: INTRODUCING YOURSELF

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
6-Revision	11	All the skills in the theme: INTRODUCING YOURSELF	1. All the functions covered in the theme: INTRODUCING YOURSELF	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
6-Revision and Assessment	12	All the skills in the theme: INTRODUCING YOURSELF	1. All the functions covered in the theme: INTRODUCING YOURSELF	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Toys

### 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

#### THEME: ANIMALS AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
7-Pets in my neighbourhood	13	1. Listening to a song about the theme (Listening) 2. Saying some animals, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying animals 2. Identifying here/there	1. Colouring animals according to the teacher's instructions	Cat, dog, bird, horse, donkey	1. Where is the cat? 2. It's here/there.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
7-Pets in my neighbourhood	14	1. Listening to a chant and repeating it (Listening) 2. Saying some animals, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying animals 2. Identifying animal sounds	1. Acting animals-sounds 2. Sticking cotton onto a sheep picture	Sheep, rabbit, cow, duck, wolf, meow, moo, tut, quack, hee haw, carrot, grass	1. I am a sheep. 2. I eat grass. 3. You are a rabbit. 4. You eat carrot.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Toys



## 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: ANIMALS AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
8-Parts of animals	15	1. Listening to a song related to the unit (Listening) 2. Saying some animals, singing, asking simple questions about animals in interactive dialogues (Speaking) 3. Visual Reading (Reading)	1. Identifying animals 2. Identifying parts of animals	1. Colouring animals according to the teacher's instructions	Head, tail, feather, fur, ears, beak, have, yes, no	1. A cat has a tail. 2. Do you have a tail /ears? 3. No, I don't. Yes, I do.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
8-Parts of animals	16	1. Listening to a song for pleasure (Listening) 2. Saying some animals and singing for correct pronunciation (Speaking) 3. Visual Reading (Reading)	1. Identifying the idea of peekaboo 2. Identifying size: big-small	1. Making peekaboo puppets 2. Sticking wool onto a cat picture	Peekaboo, monster, farm, farmer	1. The monster has big ears. 2. Does the monster have big ears? 4. Yes, it does. No, it doesn't.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Toys

## 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: ANIMALS AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
9-I love animals	17	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying some animals, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying animals	1. Colouring animals according to the teacher's instructions	Love, bear, teddy bear, mummy bear, daddy bear, baby bear, honey	1. I love animals. 2. Baby bear loves honey.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
9-I love animals	18	1. Listening to a song for pleasure (Listening) 2. Saying some animals, singing, asking simple questions about likes (Speaking) 3. Visual Reading (Reading)	1. Identifying animals	1. Making animal puppets 2. Sticking cotton onto a rabbit picture	Love, honey, carrot, grass	1. A rabbit loves carrot. 2. I love carrot.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

### 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

#### THEME: ANIMALS AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
10-The farmer gets up early	19	1. Listening to a song according to the unit and acting it out (Listening) 2. Saying some actions, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying actions of daily routine	1. Colouring a picture of a farm according to the teacher's instructions	Get up, wash, face, early, farmer, farm, good morning	1. I get up early. 2. The farmer gets up early.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
10-The farmer gets up early	20	1. Listening to a song for pleasure. (Listening) 2. Saying some actions and simple phrases "good morning-night", singing (Speaking) 3. Visual Reading (Reading)	1. Identifying actions of daily routine 2. Identifying day and night	1. Making a day and night sky	Day, night, good morning, good night, sleep	1. I sleep at night. 2. He sleeps at night.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

### 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

#### THEME: ANIMALS AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
11. Where is the cat?	21	1. Listening to a song and repeating it (Listening) 2. Saying some animals, places, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying places of animals	1. Drawing pictures of animals according to the teacher's instructions	Where's, on, in, tree	1. Where's the cat? 2. It's on the tree.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
11. Where is the cat?	22	1. Listening to a song and repeating it (Listening) 2. Saying animals, places, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying places of animals	1. Colouring a choo choo train with animals on it	Choo choo train, near	1. Where's the donkey? 2. It's near the farmer.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

### 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

#### THEME: ANIMALS AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
12-Revision	23	All the skills in the theme: Animals and me	1. All the functions covered in the theme: Animals and me	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
12-Revision and Assessment	24	All the skills in the theme: Animals and me	1. All the functions covered in the theme: Animals and me	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: MY FAMILY AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
13-My family	25	1. Listening to a song for pleasure (Listening) 2. Saying some family members, singing, interacting in a simple way (Speaking) 3. Visual Reading (Reading)	1. Identifying family members 2. Identifying moods	1. Drawing a family tree and sticking family photos on it	Father, mother, sister, brother, mummy, daddy, happy, sad	1. Who is s/he? 2. She is my mother. 3. How are you today? 4. Are you happy or sad?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
13-My family	26	1. Listening to a song and repeating it (Listening) 2. Saying family members, producing simple sentences, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying family members 2. Identifying moods	1. Sticking and colouring happy and sad faces (recycling previous lesson) 2. Drawing family pictures	Grandmother, grandfather, baby, family	1. He is my grandfather. 2. She is my grandmother. 3. This is my family.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: MY FAMILY AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
14-My clothes	27	1. Listening to a song for pleasure (Listening) 2. Saying some clothes, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying clothes  2. Asking and giving information about clothes	1. Colouring clothes	Clothes, dress, socks, shoes, skirts, shirt, trousers, hat, boy, girl	1. What is this? 2. It's a ... 3. What are these? 4. They are ..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
14-My clothes	28	1. Listening to a song and acting it out (Listening) 2. Saying some clothes and actions about dressing, responding to simple statements, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying clothes  2. Identifying colours  3. Describing clothes	1. Choosing a cartoon character and dressing him/her up (draw-color-cut)	Put on, take off, jacket, coat	1. Put on your jacket!	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: MY FAMILY AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
15-What can you do?	29	1. Listening to a song according to the unit and repeating it (Listening) 2. Saying abilities, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying family members  2. Asking and giving information about abilities	1. Using pre-made family trees and giving information about what family members can do	Can, see, drive, cook, sing, dance	1. What can you do? 2. I can dance. 3. My father can drive.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
15-What can you do?	30	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying abilities, animals, producing simple sentences, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about abilities 2. Identifying animals	1. Making a butterfly	Fairy, caterpillar, butterfly, ride, elephant, horse	1. A fairy can fly. 2. Can you ride an elephant?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books



### 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

#### THEME: MY FAMILY AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
16-My senses	31	1. Listening to a song according to the unit and acting it out (Listening) 2. Saying senses, producing simple sentences about abilities, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying senses	1. Making binoculars and flowers using cartoons	See, hear, smell, song, nice	1. What can you see? 2. I can see an elephant. 3. What do you hear? 4. I hear a song. 5. It smells nice.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
16-My senses	32	1. Listening to a song for pleasure (Listening) 2. Saying senses, singing, producing simple sentences (Speaking) 3. Visual Reading (Reading)	1. Identifying senses	1. Tasting real food 2. Touching some objects according to the teacher's instructions	Touch, taste, delicious	1. It tastes delicious. 2. Can you touch the ..?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

### 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

#### THEME: MY FAMILY AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
17-I am a doctor	33	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying jobs, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying jobs	1. Colouring pictures of different jobs 2. Role-playing jobs	Doctor, farmer, teacher, pilot, driver	1. What's your job? 2. I'm a doctor.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
17-I am a doctor	34	1. Listening to a song according to the unit and acting it out (Listening) 2. Saying jobs, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying jobs	1. Role-playing jobs and guessing them	Policeman, firefighter, nurse	1. What's his/her job? 2. She's a nurse.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

### 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

#### THEME: MY FAMILY AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
18-Revision	35	All the skills in the theme: My family and me	1. All the functions covered in the theme: My family and me	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
18-Revision and Assessment	36	All the skills in the theme: My family and me	1. All the functions covered in the theme: My family and me	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

### 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

#### THEME: WHAT DO YOU LIKE?

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
19. Fruits	37	1. Listening to a song according to the unit and acting it out (Listening) 2. Saying fruits, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying fruits 2. Asking and giving information about the taste of food	1. Colouring and sticking activities 2. Tasting fruit	Banana, apple, eat, taste, delicious, sit, at, table	1. What is this? 2. It's a/an.. 3. Is it delicious? 4. Yes, it is.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
19. Fruits	38	1. Listening to a song according to the unit and repeating (Listening) 2. Saying fruit names, asking simple questions, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying fruits 2. Asking and giving information about the taste of food	Colouring and sticking activities 2. Tasting fruit	Plums, strawberries	1. What are these? 2. They are.. 3. Are they delicious?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

THEME: WHAT DO YOU LIKE?

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
20. I like bananas	39	1. Listening to a song while showing the fruit (Listening) 2. Saying likes, fruit names, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about likes	1. Colouring and sticking activities	Like, banana, apple, plums, strawberries, sit, at, table	1. I like bananas. 2. S/he likes bananas. 3. Do you like bananas?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
20. I like bananas	40	1. Listening to a song according to the unit and repeating (Listening) 2. Saying likes, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about likes	1. Colouring and sticking activities	Eat, drink, milk, tea, walk	1. I like eating bananas. 2. S/he likes drinking milk.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

### 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

#### THEME: WHAT DO YOU LIKE?

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
21. My dragon comes everywhere with me	41	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying likes, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about likes 2. Identifying some actions	1. Colouring a dragon, a frog, a catfish, and a dogfish	Like, come, everywhere, frog, dogfish, catfish	1. My dragon comes everywhere with me. 2. The frog likes swimming.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
21. My dragon comes everywhere with me	42	1. Listening to a song according to the unit and repeating it (Listening) 2. Saying likes, vehicles, singing for correct pronunciation (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about likes 2. Identifying some vehicles	1. Colouring a helicopter and a plane	Pilot, helicopter, fly, plane, above, sky, swirl, propellers	1. I like flying a helicopter. 2. The pilot likes ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

### 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

#### THEME: WHAT DO YOU LIKE?

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
22. I like vegetables	43	1. Listening to a song according to the unit and repeating it (Listening) 2. Saying vegetables, singing for correct pronunciation (Speaking) 3. Visual Reading (Reading)	1. Identifying vegetables	1. Colouring vegetables	Tomatoes, potatoes, carrots, spinach	1. I like tomatoes. 2. She likes spinach.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
22. I like vegetables	44	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying likes, food names, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information food 2. Identifying some food	1. Colouring food pictures according to the instruction of the teacher	Pasta, chicken, egg, chocolate	1. I like eating pasta. 2. Do you like ...? 3. It's delicious.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: WHAT DO YOU LIKE?

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
23. Hide and seek	45	1. Listening to a song according to the unit and acting it out (Listening) 2. Singing for correct pronunciation (Speaking) 3. Visual Reading (Reading)	1. Identifying actions	1. Playing hide and seek	Where, gone, could, hide and seek, here, there	1. Where has she gone? 2. Where could she be? 3. Where is it? 4. Here s/he/it is.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
23. Hide and seek	46	1. Listening to a song according to the unit and acting it out (Listening) 2. Saying what you want, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying actions	1. Role-playing according to the instructions of the teacher	Play, dance, run, stop, kiss, fall, shine	1. Let's play. 2. I want to dance.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books



1) 3-4 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

THEME: WHAT DO YOU LIKE?

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
24-Revision	47	All the skills in the theme: What do you like?	1. All the functions covered in the theme: What do you like?	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
24-Revision and Assessment	48	All the skills in the theme: What do you like?	1. All the functions covered in the theme: What do you like?	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: OUR KITCHEN

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
1-Good morning!	1	1. Listening to a chant and repeating it (Listening) 2. Introducing yourself, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying parts of the day 2. Introducing oneself	1. Colouring pictures related to the parts of the day 2. Rolling balls to each other while introducing yourself	Good morning, good afternoon, good evening, good night, I am, he is, my name	1. I am .. 2. He is.. 3. My name is.. 4. His/her name is..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
1-Good morning!	2	1. Listening to a chant and repeating it (Listening) 2. Introducing yourself, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying parts of the day 2. Introducing oneself 3. Using greetings	1. Role-playing with puppets	Hi, my, name, nice, meet, you	1. What's your name? 2. My name is.. 3. Nice to meet you.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: OUR KITCHEN

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
2-Hmmm! Yummy!	3	1. Listening to a song according to the unit and acting it out (Listening) 2. Saying food names, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying food 2. Describing how food tastes	1. Colouring a picture of a table with food on it	Egg, milk, food, pasta, bananas, strawberries, orange, tangerine, apricot, pear, yummy	1. What is this? 2. It's a/an.. 3. It tastes delicious.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
2-Hmmm! Yummy!	4	1. Listening to a song for pleasure (Listening) 2. Introducing yourself, asking simple questions about food, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying food 2. Asking and answering about what you want	1. Tasting real food 2. Colouring and sticking activities	Want, let's, eat, drink, yes, no	1. Do you want to eat/drink..? 2. Yes, I do. No, I don't 3. Let's eat.. 4. I want to eat.. 5. What do you want to..?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: OUR KITCHEN

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
3-Mary at the kitchen door	5	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying names of kitchen utensils, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying kitchen utensils	1. Role-playing with paper kitchen utensils	Knife, fork, kitchen, spoon, plate, cup	1. What is this? 2. It's a.... 3. Where is the ...? 4. Here it is. 5. Is this a.. 6. Yes, it is. 7.No, it isn't.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
3-Mary at the kitchen door	6	1. Listening to a song according to the unit for pleasure (Listening) 2. Describing objects, singing (Speaking) 3. Visual Reading (Reading)	1. Describing objects 2. Asking and giving information about objects	1. Colouring and sticking activities. 2. Acting out what the teacher says	Walls, soft, hard, give me, smooth, prickly, corner, touch, door, please	1. Give me the spoon, please. 2. Touch the walls. 3. The wall is smooth.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: OUR KITCHEN

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
4-I love blue	7	1. Listening to a song according to the unit and showing colours while listening (Listening) 2. Saying colours, singing while showing the colours (Speaking) 3. Visual Reading (Reading)	1. Identifying colours of objects	1. Showing objects when the teachers says a colour	Blue, red, yellow, green, white, black, brown, good, boy, girl	1. Touch the blue walls. 2. Can you touch the yellow..? 3. Show me red. 4. What a good boy/girl I am.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
4-I love blue	8	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying animals, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying size 2. Asking and giving information about size	1. Colouring big and small animals	Big, small, little, bee, snail, ladybird, butterfly, hedgehog	1. Is it big? 2. Yes, it is. No, it isn't. 3. A ladybird is small.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: OUR KITCHEN

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
5-Take tiny steps	9	1. Listening to a song according to the unit and acting it out (Listening) 2. Saying actions, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying fast and slow actions	1. Acting out actions fast or slowly according to instructions of the teacher	Fast, slow, slowly, march, tiptoe, snail, slime, run, rabbit	1. Can you tiptoe fast? 2. Let's march slowly. 3. A rabbit runs fast.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
5-Take tiny steps	10	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying actions, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying size	1. Acting out actions according to instructions of the teacher  2. Colouring a snail and a rabbit (Recycling previous lesson)	Tiny, giant, steps, turn around, jump, the ground, reach up, high, say, goodbye	1. Take tiny steps. 2. Say goodbye. 3. Can you ...?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: OUR KITCHEN

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
6-Revision	11	All the skills in the theme: Our kitchen	1. All the functions covered in the theme: Our kitchen	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
6-Revision and Assessment	12	All the skills in the theme: Our kitchen	1. All the functions covered in the theme: Our kitchen	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: MUSIC AND ENVIRONMENT

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
7-Can you play the drums?	13	1. Listening to recorded instrument sounds to identify them (Listening) 2. Saying musical instruments, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying musical instruments	1. Colouring and sticking activities	Drum, guitar, piano, play	1. Is this ..? 2. Oh, yes. This is... 3. Can you play the ...? 4. Let's play the....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
7-Can you play the drums?	14	1. Listening to a song for pleasure (Listening) 2. Saying musical instruments, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying musical instruments	1. Acting our as if playing musical instruments in an orchestra	Xylophone, tambourine, conductor, clap	1. Is this ..? 2. Oh, yes. This is... 3. Can you play the ...? 4. Let's play the....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books



## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: MUSIC AND ENVIRONMENT

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
8-My classroom	15	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying classroom objects, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying classroom objects	1. Colouring and sticking classroom pictures 2. Singing and showing objects	Table, chair, door, floor	1. Is this ..? 2. Oh, yes. This is... 3. Can you show ..?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
8-My classroom	16	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying numbers of objects, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying classroom objects 2. Asking and giving information about the number of the objects	1. Counting objects in the classroom 2. Group game	Pen, pencils, desk, window, how many, one....ten	1. Is this ..? 2. Oh, yes. This is... 3. Can you show..? 4. How many desks are there...? 5. There are .....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: MUSIC AND ENVIRONMENT

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
9-Do what I do	17	1. Listening to a song according to the unit and acting it out (Listening) 2. Saying actions, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying some actions 2. Asking and giving information about abilities	1. Singing songs in an interactive game	Shout, talk, whisper, sing	1. Can you...? 2. I can .. 3. She can...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
9-Do what I do	18	1. Listening to a song according to the unit and acting it out (Listening) 2. Saying abilities, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying some actions 2. Asking and giving information about abilities	1. Group games 2. Acting out the lyrics of the song	Jump, clap, sit, stand, stop, reach up	1. Can you...? 2. I can .. 3. She can...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: MUSIC AND ENVIRONMENT

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
10. My house	19	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying house objects, asking simple questions about house objects, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying some objects in a house 2. Asking and giving information about house objects	1. Imagining a room, drawing and colouring it	Sofa, table, arm-chairs, television	1. Is this a...? 2. Yes, it is a .../No, it isn't a ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
10. My house	20	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying house objects, asking simple questions about house objects, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying some house objects 2. Asking and giving information about house objects	1. Colouring pictures of house objects	Bed, fridge, cooker, lamp, plant	1. Is this a...? 2. Yes, it is a .../No, it isn't a ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: MUSIC AND ENVIRONMENT

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
11-Are you happy?	21	1. Listening to a song according to the unit and repeating it (Listening) 2. Saying moods, producing simple phrases about their moods, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying some moods 2. Asking and giving information about moods	1. Miming happy, sad, angry faces	See, happy, ducklings, sad, angry	1. Are you happy? 2. Is she angry? 2. I am angry.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
11-Are you happy?	22	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying moods, size, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying size of the objects 2. Asking and giving information about moods	1. Colouring big, little, small, happy, sad, frightened cartoon characters	Big, little, small, frightened	1. Is it big or small? 2. It is big. 2. I am frightened.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: MUSIC AND ENVIRONMENT

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
12-Revision	23	All the skills in the theme: Music and environment	1. All the functions covered in the theme: Music and environment	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
12-Revision and Assessment	24	All the skills in the theme: Music and environment	1. All the functions covered in the theme: Music and environment	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: SEA

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
13-A whale is big	25	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying words related to sea, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying names related to sea	1. Colouring sea pictures with a whale and a ship	Whale, sea, ocean, taking people on a trip, ship, lake	1. What is this? 2. It's a ... 3. What can you see? 4. I can see a.....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
13-A whale is big	26	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying size, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying size of sea creatures	1. Colouring different fish types in different sizes	Big, small, little, tiny, giant, black, gray, baby bird, very big	1. What is this? 2. It's a tiny ... 3. What can you see? 4. I can see a very big.....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: SEA

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
14-see – sea?	27	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying words related to sea, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying the difference between “see” and “sea”	1. Colouring sea pictures to recycle previous lesson	Sea, see, sail, sailor, across the sea	1. What can you see? 2. I can see the blue sea.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
14-see – sea?	28	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying words related to sea, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying the difference between “ship” and “sheep”	1. Colouring ship and sheep pictures	Ship, sheep, white, bottle, jump, lake, candy, wave	1. What can you see? 2. It’s a ship/sheep.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: SEA

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
15-What is the fish doing?	29	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying what's happening now, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying actions happening now 2. Asking and giving information about the actions happening now	1. Colouring fish pictures 2. Acting out according to the instructions of the teacher	Swim, sleep, clap, spin, together	1. What is the fish doing? 2. It's swimming.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
15-What is the fish doing?	30	1. Listening to a song according to the theme and acting it out (Listening) 2. Saying what's happening now, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying actions happening now 2. Asking and giving information about the actions happening now	1. Listening to the teacher's descriptions and showing pictures accordingly 2. Performing the actions	Hips, shoulders, shrug, spin, slap, swing, merry, go-round, nod	1. What are we doing? 2. We are ....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books



## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: SEA

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
16-In-out-up-down	31	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying places of objects, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying the places of objects	1. Making doors 2. Colouring pictures	In, out, sugar, candy, up, down, hear, sound	1. Where are you? 2. Who is at the door?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
16-In-out-up-down	32	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying what's happening now, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying actions happening now 2. Asking and giving information about the actions happening now	1. Listening to the teacher's instructions and performing the actions	Pop down, pop up, pop in, pop out, jump down, jump up, jump in, jump out	1. Can you...? 2. Let's ... 3. What are you doing?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: SEA

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
17-We are going to the beach!	33	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying words related to summer holiday, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying words related to the sea	1. Packing a bag with real objects	Sand, bag, swim suit, sun cream, towel	1. We are packing? 2. What is this? 3. Where is my ..? 4. It's in ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
17-We are going to the beach!	34	1. Listening to a song according to the theme (Listening) 2. Saying what's happening now, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying actions happening now 2. Asking and giving information about the actions happening now	1. Listening to the teacher's instructions and performing the actions	Hot, cold, swim, jump in, jump out	1. It's hot. 2. Let's swim. 3. What is s/he doing? 4. She's swimming.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: SEA

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
18-Revision	35	All the skills in the theme: Sea	1. All the functions covered in the theme: Sea	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
18-Revision and Assessment	36	All the skills in the theme: Sea	1. All the functions covered in the theme: Sea	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: SEASONS

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
19-Put on your jacket!	37	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying seasons, clothes, producing simple commands, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying seasons 2. Identifying items of clothing	1. Colouring summer and winter pictures 2. Acting with items of clothing	Summer, winter, jacket, coat, T-shirt, swim suit	1. It's cold. 2. Put on your jacket.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
19-Put on your jacket!	38	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying seasons, clothes, producing simple commands, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying seasons 2. Identifying items of clothing and actions related to dressing	1. Colouring spring and fall pictures 2. Role playing using the items of clothing	Spring, fall, put on, take off, trousers, dress, socks, skirt, getting dressed	1. It's warm. 2. Take off your jacket.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: SEASONS

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
20. Shopping	39	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying fruit names, price, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying fruit names 2. Asking and giving information about price	1. Colouring summer and winter fruit	Orange, apples, strawberries, watermelon	1. What's in the bag? 2. How much is..?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
20. Shopping	40	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying words about shopping, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying words related to shopping	1. Colouring the picture of a grocery shop	Candy, grocer, jar, ice-cream, buy	1. How much is ..? 2. Let's buy..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: SEASONS

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
21. Happy birthday!	41	1. Listening to a song according to the theme for pleasure (Listening) 2. Handling numbers (1-10), price, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying numbers from one to ten 2. Asking and giving information about price	1. Colouring a birthday cake 2. Going shopping to choose a present	Cake, candles, sing, song, present, one for me, one...ten	1. How many candles are there..? 2. How much ...? 3. Let's buy her/him a teddy bear.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
21. Happy birthday!	42	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying colours of a traffic light, shopping, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying colours in traffic lights 2. Identifying the phrase: "Happy birthday"	1. Acting in a birthday party 2. Colouring a traffic light	Happy birthday, full of, myself, traffic lights, here I am	1. How many candles are there..? 2. There are.. 3. Here is your .. 4. I love..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: SEASONS

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
22-I sleep at night.	43	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying actions, producing simple questions about the daily routines, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying parts of a bird 2. Identifying words related to sleeping	1. Colouring an owl	Owl, wise, beak, wings, fluffy, snore, peep, lie down, yawn, pajamas	1. What do you do? 2. I sleep at night. 3. An owl doesn't sleep at night.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
22-I sleep at night.	44	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying actions related to traffic, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying words about traffic 2. Asking and giving information about actions	1. Making lanterns and holding different types of light	Lantern, bright, lights, blow, put on, take off, wait, stop, seat belt, driver, car	1. The light is red. 2. What do you do?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: SEASONS

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
23-Let's colour!	45	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying colours, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying colours of objects	1. Colouring pictures	Colours, red, blue, yellow, brown, white, orange, green	1. What colour is a/an .. 2. Do you like..?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
23-Let's colour!	46	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying actions, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying colours 2. Describing how fast an action is 3. Identifying animals	1. Colouring bee and turtle pictures using dark and light tones of colours	Dark, light, fast, slow, bee, turtle, as ...as	1. What colour is a/an..? 2. I want a .... 3. Fly as fast as a bee.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books



## 2) 4-5 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI

### THEME: SEASONS

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
24-Revision	47	All the skills in the theme: SEASONS	1. All the functions covered in the theme: SEASONS	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
24-Revision and Assessment	48	All the skills in the theme: SEASONS	1. All the functions covered in the theme: SEASONS	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME: INTRODUCING YOURSELF**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
1-Hello! Goodbye!	1	1. Listening to a song according to the theme for pleasure (Listening) 2. Using basic greeting expressions, singing (Speaking) 3. Visual Reading (Reading)	1. Greeting and introducing yourself	1. Rolling the balls to each other while introducing yourself	Hello, good morning, look, I, you, what, name	1. I am ... 2. You are ... 3. What's your name?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
1-Hello! Goodbye!	2	1. Listening to a song according to the theme to follow repeated commands (Listening) 2. Using basic greeting expressions, handling numbers (1-5) singing (Speaking) 3. Visual Reading (Reading)	1. Greeting and introducing yourself 2. Counting from 1 to 5	1. Rolling the balls to each other while introducing yourself (to recycle previous lesson) 2. Taking objects out of the box and counting	One,two, three, four, five, jump, turn around	1. I am.. 2. You are.. 3. One-two-three jump/turn around.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Toys

### 3) ) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI

#### THEME: INTRODUCING YOURSELF

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
2-My body	3	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying the parts of the body, producing simple sentences about body parts, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying body parts 2. Counting from 1 to 5	1. Colouring body parts in pictures.	Head, shoulder, hands, foot, mouth, nose, knees, hands, clap, touch, here	1. Here is/are my hand/hands. 2. How many hands do you have? I have two hands. 3. Touch your ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
2-My body	4	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying parts of the body, saying numbers (1-10), singing (Speaking) 3. Visual Reading (Reading)	1. Identifying body parts 2. Counting from 1 to 10	1. Colouring the body parts of a cartoon character 2. Colouring fingers and toes of hand and foot pictures	Five, six, seven, eight, nine, ten, fingers, toes, count	1. Here are my ... 2. How many fingers do you have? I have ten fingers. 3. Count your ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Toys 8. Flash cards

### 3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI

#### THEME: INTRODUCING YOURSELF

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
3-Transport and me	5	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying some transport vehicles, asking simple questions, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying the transport vehicles	1. Colouring transport vehicles in pictures	Car, bus, truck, train, plane, minibus	1. What is this? 2. This is a ..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
3-Transport and me	6	1. Listening to a song according to the unit (Listening) 2. Saying transport vehicles, producing simple commands, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying the transport vehicles and verbs related to transport	1. Colouring a truck and the characters of the story	Drive, stop, driver, sleep, give me	1. What is that? 2. That is a .. 3. Drive, don't stop!	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Toys 8. Flash cards

### 3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI

#### THEME: INTRODUCING YOURSELF

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
4-Revision	7	All the skills in the theme: INTRODUCING YOURSELF	1. All the functions covered in the theme: INTRODUCING YOURSELF	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
4-Revision and Assessment	8	All the skills in the theme: INTRODUCING YOURSELF	1. All the functions covered in the theme: INTRODUCING YOURSELF	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Toys

3) ) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI  
THEME: ANIMALS AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
5-Pets in my neighborhood	9	1. Listening to a song according to the unit while imitating animals (Listening) 2. Saying some animals, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying animals 2. Identifying here/there	1. Colouring animals according to the teacher's instructions	Cat, dog, bird, horse, donkey	1. Where is the cat? 2. It's here/there.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
5-Pets in my neighborhood	10	1. Listening to a song according to the unit (Listening) 2. Saying some animals, imitating animal sounds, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying animals 2. Identifying animal sounds	1. Acting animals-sounds 2. Sticking cotton onto a sheep picture	Sheep, rabbit, cow, duck, wolf, meow, moo, tut, quack, hee haw, carrot, grass	1. I am a sheep. 2. I eat grass. 3. You are a rabbit. 4. You eat carrot.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Toys

3) ) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI  
THEME: ANIMALS AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
6-I love animals	11	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying some animals, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying animals	1. Colouring animals according to the teacher's instructions	Love, bear, teddy bear, mummy bear, daddy bear, baby bear, honey	1. I love animals. 2. Baby bear loves honey.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
6-I love animals	12	1. Listening to a song according to the unit for correct pronunciation (Listening) 2. Saying some animals, likes, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying animals	1. Making animal puppets 2. Sticking cotton onto a rabbit picture	Love, honey, carrot, grass	1. A rabbit loves carrot. 2. I love carrot.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

3) ) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI  
THEME: ANIMALS AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
7-The farmer gets up early	13	1. Listening to a song according to the unit while acting out (Listening) 2. Saying some actions, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying actions of daily routine	1. Colouring a picture of a farm according to the teacher's instructions	Get up, wash, face, early, farmer, farm, good morning	1. I get up early. 2. The farmer gets up early.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
10-The farmer gets up early	14	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying some actions, good morning-night, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying actions of daily routine 2. Identifying day and night	1. Making a day and night sky	Day, night, good morning, good night, sleep	1. I sleep at night. 2. He sleeps at night.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets



3) ) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI  
THEME: ANIMALS AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
8-Revision	15	All the skills in the theme: Animals and me	1. All the functions covered in the theme: Animals and me	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
8-Revision and Assessment	16	All the skills in the theme: Animals and me	1. All the functions covered in the theme: Animals and me	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

3) ) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI  
THEME:MY FAMILY AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
9-My family	17	1. Listening to a song according to the unit to assimilate meaning (Listening) 2. Saying some family members, moods, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying family members 2. Identifying moods	1. Drawing a family tree and sticking family photos on it	Father, mother, sister, brother, mummy, daddy, happy, sad	1. Who is s/he? 2. She is my mother. 3. How are you today? 4. Are you happy or sad?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
9-My family	18	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying family members and producing simple sentences about family members, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying family members 2. Identifying moods	1. Sticking and colouring happy and sad faces (recycling previous lesson) 2. Drawing family pictures	Grandmother, grandfather, baby, family	1. He is my grandfather. 2. She is my grandmother. 3. This is my family.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

3) ) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI  
THEME:MY FAMILY AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
10-My clothes	19	1. Listening to a song according to the unit for correct pronunciation (Listening) 2. Saying some clothes, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying clothes 2. Asking and giving information about clothes	1. Colouring clothes	Clothes, dress, socks, shoes, skirts, shirt, trousers, hat, boy, girl	1. What is this? 2. It's a ... 3. What are these? 4. They are ..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
10-My clothes	20	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying some clothes and actions about dressing, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying clothes 2. Identifying colours 3. Describing clothes	1. Choosing a cartoon character and dressing him/her up (draw-color-cut)	Put on, take off, jacket, coat	1. Put on your jacket!	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

3) ) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI  
THEME:MY FAMILY AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
11-I am a doctor	21	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying jobs, producing simple questions about occupations, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying jobs	1. Colouring pictures of different jobs 2. Role-playing jobs	Doctor, farmer, teacher, pilot, driver	1. What's your job? 2. I'm a doctor.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
11-I am a doctor	22	1. Listening to a song according to the unit to assimilate meaning (Listening) 2. Saying jobs, producing simple questions about occupations, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying jobs	1. Role-playing jobs and guessing them	Policeman, firefighter, nurse	1. What's his/her job? 2. She's a nurse.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

3) ) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI  
THEME:MY FAMILY AND ME

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
12-Revision	23	All the skills in the theme: My family and me	1. All the functions covered in the theme: My family and me	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
12-Revision and Assessment	24	All the skills in the theme: My family and me	1. All the functions covered in the theme: My family and me	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME: WHAT DO YOU LIKE?**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
13- I like bananas	25	1. Listening to a song according to the unit while acting out (Listening) 2. Saying likes, fruit, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about likes 2. Identifying fruit names	1. Colouring and sticking activities	Like, banana, apple, plums, strawberries, sit, at, table	1. I like bananas. 2. S/he likes bananas. 3. Do you like bananas?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
13- I like bananas	26	1. Listening to a song according to the unit for pleasure. (Listening) 2. Saying likes, fruit and vegetables, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about likes 2. Identifying fruit and vegetable names	1. Colouring and sticking activities	Eat, drink, milk, tea, walk, tomatoes, potatoes, carrots, spinach, pasta	1. I like eating bananas. 2. S/he likes drinking milk.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME:WHAT DO YOU LIKE?**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
14- My dragon comes everywhere with me	27	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying likes, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about likes  2. Identifying some actions	1. Colouring a dragon, a frog, a catfish, and a dogfish	Like, come, everywhere, frog, dogfish, catfish	1. My dragon comes everywhere with me. 2. The frog likes swimming.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
14- My dragon comes everywhere with me	28	1. Listening to a song according to the unit to assimilate meaning (Listening) 2. Saying likes, vehicles, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about likes  2. Identifying some vehicles	1. Colouring a helicopter and a plane	Pilot, helicopter, fly, plane, above, sky, swirl, propellers	1. I like flying a helicopter. 2. The pilot likes ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

3) ) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI  
 THEME:WHAT DO YOU LIKE?

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
15. Hide and seek	29	1. Listening to a song according to the unit and acting out (Listening) 2. Singing, producing simple questions (Speaking) 3. Visual Reading (Reading)	1. Identifying actions	1. Playing hide and seek	Where, gone, could, hide and seek	1. Where has she gone? 2. Where could she be? 3. Where is it? 4. Here s/he/it is.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
15- Hide and seek	30	1. Listening to a song according to the unit and acting it out (Listening) 2. Saying what you want, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying actions	1. Role-playing according to the instructions of the teacher	Play, dance, run, stop, kiss, fall, shine	1. Let's play. 2. I want to dance.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books



3) ) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI  
THEME:WHAT DO YOU LIKE?

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
16-Revision	31	All the skills in the theme: What do you like?	1. All the functions covered in the theme: What do you like?	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
16-Revision and Assessment	32	All the skills in the theme: What do you like?	1. All the functions covered in the theme: What do you like?	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

3) ) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI  
THEME:MUSIC

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
17-Can you play the drums?	33	1. Listening to a song according to the unit to assimilate meaning (Listening) 2. Saying musical instruments, abilities, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying musical instruments	1. Colouring and sticking activities	Drum, guitar, piano, play	1. Is this ..? 2. Oh, yes. This is... 3. Can you play the ...? 4. Let's play the....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
17-Can you play the drums?	34	1. Listening to a song according to the unit to assimilate meaning. (Listening) 2. Saying musical instruments, abilities, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying musical instruments	1. Acting our as if playing musical instruments in an orchestra	Xylophone, tambourine, conductor, clap	1. Is this ..? 2. Oh, yes. This is... 3. Can you play the ...? 4. Let's play the....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME:MUSIC**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
18-Do what I do	35	1. Listening to a song according to the unit to assimilate meaning (Listening) 2. Saying actions, abilities, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying some actions 2. Asking and giving information about abilities	1. Singing songs in an interactive game	Shout, talk, whisper, sing	1. Can you...? 2. I can .. 3. She can...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
18-Do what I do	36	1. Listening to a song according to the unit to assimilate meaning (Listening) 2. Saying abilities, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying some actions 2. Asking and giving information about abilities	1. Group games	Jump, clap, sit, stand, stop, reach up	1. Can you...? 2. I can .. 3. She can...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME:MUSIC**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
19-Are you happy?	37	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying moods, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying some moods 2. Asking and giving information about moods	1. Miming happy, sad, angry faces	See, happy, ducklings, sad, angry	1. Are you happy? 2. Is she angry? 2. I am angry.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
19-Are you happy?	38	1. Listening to a song according to the unit for correct pronunciation (Listening) 2. Saying moods, size, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying size of the objects 2. Asking and giving information about moods	1. Colouring big, little, small, happy, sad, frightened cartoon characters	Big, little, small, frightened	1. Is it big or small? 2. It is big. 2. I am frightened.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME:MUSIC**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
20-Revision	39	All the skills in the theme: Music	1. All the functions covered in the theme: Music	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
20-Revision and Assessment	40	All the skills in the theme: Music	1. All the functions covered in the theme: Music	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME:ENVIRONMENT**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
21-My classroom	41	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying classroom objects, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying classroom objects	1. Colouring and sticking classroom pictures 2. Singing and showing objects	Table, chair, door, floor	1. Is this ..? 2. Oh, yes. This is... 3. Can you show ..?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
21-My classroom	42	1. Listening to a song according to the unit for specific information (Listening) 2. Saying numbers of objects, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying classroom objects 2. Asking and giving information about the number of the objects	1. Counting objects in the classroom 2. Group game	Pen, pencils, desk, window, how many, one....ten	1. Is this ..? 2. Oh, yes. This is... 3. Can you show..? 4. How many desks are there...? 5. There are .....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME:ENVIRONMENT**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
22-Mary at the kitchen door	43	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying names of kitchen utensils, size, asking simple questions, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying kitchen utensils 2. Identifying size	1. Role-playing with paper kitchen utensils	Knife, fork, kitchen, spoon, plate, cup, big, small	1. What is this? 2. It's a.... 3. Where is the ...? 4. Here it is. 5. Is this a.. 6. Yes, it is. 7.No, it isn't.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
23-Mary at the kitchen door	44	1. Listening to a song according to the unit for pleasure (Listening) 2. Describing objects, singing (Speaking) 3. Visual Reading (Reading)	1. Describing objects 2. Asking and giving information about objects	1. Colouring and sticking activities 2. Acting out what the teacher says	Walls, soft, hard, give me, smooth, prickly, corner, touch, door, please	1. Give me the spoon, please. 2. Touch the walls. 3. The wall is smooth.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME:ENVIRONMENT**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
23-Hmmm! Yummy!	45	1. Listening to a song according to the unit for pleasure (Listening) 2. Saying food names, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying food 2. Describing how food tastes	1. Colouring a picture of a table with food on it	Egg, milk, food, pasta, bananas, strawberries, orange, tangerine, apricot, pear, yummy	1. What is this? 2. It's a/an.. 3. It tastes delicious.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
23-Hmmm! Yummy!	46	1. Listening to a song according to the unit for correct pronunciation (Listening) 2. Producing simple sentences about what she/he wants, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying food 2. Asking and answering about what you want	1. Tasting real food 2. Colouring and sticking activities	Want, let's, eat, drink, yes, no	1. Do you want to eat/drink..? 2. Yes, I do. No, I don't 3. Let's eat.. 4. I want to eat.. 5. What do you want to..?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities 10. Art and craft activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books



**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME:ENVIRONMENT**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
24-Revision	47	All the skills in the theme: Environment	1. All the functions covered in the theme: Environment	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
24-Revision and Assessment	48	All the skills in the theme: Environment	1. All the functions covered in the theme: Environment	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI  
THEME:SEA

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
25-A whale is big	49	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying words related to sea, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying names related to sea 2. Identifying the difference between ship-sheep, sea-see	1. Colouring sea pictures with a whale and a ship	Whale, sea, ocean, taking people on a trip, ship, lake, sheep, sea, sail, sailor	1. What is this? 2. It's a ... 3. What can you see? 4. I can see a.....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
25-A whale is big	50	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying size, producing simple commands, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying size of sea creatures 2. Identifying actions	1. Colouring different fish types in different sizes	Big, small, little, tiny, giant, black, gray, baby bird, very big, steps	1. What is this? 2. It's a tiny ... 3. What can you see? 4. I can see a very big..... 5. Take tiny steps.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME:SEA**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
26-What is the fish doing?	51	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying what's happening now, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying actions happening now 2. Asking and giving information about the actions happening now	1. Colouring fish pictures 2. Acting out according to the instructions of the teacher	Swim, sleep, clap, spin, together	1. What is the fish doing? 2. It's swimming.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
26-What is the fish doing?	52	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying what's happening now, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying actions happening now 2. Asking and giving information about the actions happening now	1. Listening to the teacher's descriptions and showing pictures accordingly 2. Performing the actions	Hips, shoulders, shrug, spin, slap, swing, merry, go-round, nod	1. What are we doing? 2. We are ....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI  
THEME:SEA

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
27- We are going to the beach!	53	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying words related to summer holiday, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying words related to the sea	1. Packing a bag with real objects	Sand, bag, swim suit, sun cream, towel	1. We are packing? 2. What is this? 3. Where is my ..? 4. It's in ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
27- We are going to the beach!	54	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying what's happening now, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying actions happening now 2. Asking and giving information about the actions happening now	1. Listening to the teacher's instructions and performing the actions	Hot, cold, swim, pop down, pop up, pop in, pop out, jump down, jump up, jump in, jump out	1. It's hot. 2. Let's swim. 3. What is s/he doing? 4. She's swimming.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME:SEA**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
28-Revision	55	All the skills in the theme: Sea	1. All the functions covered in the theme: Sea	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
28-Revision and Assessment	56	All the skills in the theme: Sea	1. All the functions covered in the theme: Sea	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME:SEASONS**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
29-Put on your jacket!	57	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying seasons, clothes, producing simple commands, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying seasons 2. Identifying items of clothing	1. Colouring summer and winter pictures 2. Acting with items of clothing	Summer, winter, jacket, coat, T-shirt, swim suit	1. It's cold. 2. Put on your jacket.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
29-Put on your jacket!	58	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying seasons, clothes, producing simple commands, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying seasons 2. Identifying items of clothing and actions related to dressing	1. Colouring spring and fall pictures 2. Role playing using the items of clothing	Spring, fall, put on, take off, trousers, dress, socks, skirt, getting dressed	1. It's warm. 2. Take off your jacket.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME:SEASONS**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
30. Happy birthday!	59	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying numbers (1-10), price, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying numbers from one to ten 2. Asking and giving information about price	1. Colouring a birthday cake 2. Going shopping to choose a present	Cake, candles, sing, song, present, one for me, oranges, apples, ice-cream, buy, grocer, one...ten	1. How many candles are there..? 2. How much ...? 3. Let's buy her/him a teddy bear.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
30. Happy birthday!	60	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying colours of a traffic light, words related to shopping, likes, producing simple questions to ask numbers, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying colours in traffic lights 2. Identifying the phrase: "Happy birthday"	1. Acting in a birthday party 2. Colouring a traffic light	Happy birthday, full of, myself, traffic lights, here I am, candy	1. How many candles are there..? 2. There are.. 3. Here is your .. 4. I love..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME:SEASONS**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
31-I sleep at night.	61	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying actions, singing, producing simple questions about activities related to sleeping (Speaking) 3. Visual Reading (Reading)	1. Identifying parts of an owl 2. Identifying words related to sleeping	1. Colouring an owl 2. Acting out sleeping actions	Owl, wise, beak, wings, fluffy, snore, peep, lie down, yawn, pajamas	1. I sleep at night. 2. An owl doesn't sleep at night.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
31-I sleep at night.	62	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying actions related to traffic, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying words about traffic 2. Asking and giving information about actions	1. Making lanterns and holding different types of light	Lantern, bright, lights, blow, put on, take off, wait, stop, seat belt, driver, car	1. The light is red. 2. What do you do?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books



**3) 5-6 YAŞ İÇİN İLK DEFA İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 64 HAFTALIK DAĞILIMI**  
**THEME:SEASONS**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
32-Revision	63	All the skills in the theme: SEASONS	1. All the functions covered in the theme: SEASONS	1. Checking the previous tasks	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
32-Revision and Assessment	64	All the skills in the theme: SEASONS	1. All the functions covered in the theme: SEASONS	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:MY SCHOOL**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
1-My classroom	W1 L1/2	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying shape of objects, counting, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying objects 2. Identifying shape 3. Asking and giving information about numbers	1. Colouring and sticking activities 2. Memory game	School, teacher, desk, board, eraser, door, rubbish bin, student, rectangle, triangle, square, circle	1. What is this/that? 2. It's a .. 3. How many..? 4. There is/are.. 5. What shape is it?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
2-My school bag	W2 L3/4	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying objects, colours, words related to school, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information related to school items 2. Identifying colours 3. Describing objects	1. Blindfolding a child and playing games to find objects 2. Showing flashcards according to instructions 3. Colouring activities	School bag, colours in a rainbow, pencil, pen, favorite, eraser, sharpener, book, scissors, glue, ruler	1. There is /are....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:MY SCHOOL**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
3-Be quiet!	W3 L5/6	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying details about objects, producing simple sentences about how actions are happening, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying some actions 2. Asking and giving information about people / objects	1. Colouring and sticking activities 2. Role playing fast, slow, slowly, young, old	Fast, slow, old, young, new, quiet, noisy, slowly	1. What is this/that? 2. Is it new? 3. It's old. 4. What is she doing 5. She's walking slowly.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
4-Revision and assessment	W4 L7/8	All the skills in the theme: My school	1. All the functions covered in the theme: My school	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:THIS IS ME**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
5-My body	W5 L9/10	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying body parts, senses, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying body parts 2. Asking and giving information about senses	1. Colouring and sticking activities 2. Showing the body parts 3. Tasting food, smelling things	Head shoulders, knees, toes, eyes, mouth, nose, tummy, belly, hand, arm, hair, tooth, teeth, touch, hands, ears, smell, hear	1. What is this/that? 2. I have two arms. 3. I can smell with my nose.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
6.I'm laughing	W6 L11/12	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying actions, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information related to actions	1.Doing Hokey-Cokey dance movements 2. Making a conversation using puppets	Sleep, stand, clap, hop, skip, sit, say something else, run, stand up, sit straight	1. What is she doing? 2. She is sleeping.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME: THIS IS ME**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
7-My breakfast	W7 L13/14	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying food names, producing simple sentences and questions about food, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying food 2. Asking and giving information about food	1. Colouring and sticking activities 2. Having breakfast 3. Setting breakfast table	Eat, drink, milk, cornflakes, egg, bread, honey, food, bowl, plate, knife, fork, early	1. What is this/that? 2. What do you eat for breakfast? 3. I eat....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
8-Revision and Assessment	W8 L15/16	All the skills in the theme: This is me	1. All the functions covered in the theme: This is me	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:TRAFFIC**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
9-Riding a bike	W9 L17/18	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying transport vehicles, actions happening now, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying transport vehicles 2. Asking and giving information about actions	1. Colouring and sticking activities 2. Finding hidden things in the picture 3. Joining dots: What do you see in the picture?	Motorcycle, scooter, bicycle, boat, ship, back of the class, at the front, riding	1. What is this/that? 2. What are you doing? 3. I'm riding my bike. 4. What is he doing? 5. He is riding..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
10-Jobs	W10 L19/20	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying jobs, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information related to jobs	1. Colouring people in uniforms 2. Colouring vehicles 3. Acting a conversation	Driver, police officer, buckle, seat belt, fireman, police car, traffic lights	1. What does he do? 2. He is a fireman.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:TRAFFIC**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
11-Fast cars	W11 L21/22	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying transport vehicles, size, directions, producing simple commands, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying transport vehicles 2. Asking and giving information about size and direction	1. Colouring and sticking activities 2. Joining dots: What do you see in the picture?	Car, fast car, slow car, old car, new car, big car, small car, right, left, lorry, bus, baby bear, mummy bear, daddy bear, turn	1. How big is it? 2. Put your right hand.. 3. Is it new? 4. Turn right.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
12-Revision and Assessment	W12 L23/24	All the skills in the theme: Traffic	1. All the functions covered in the theme: Traffic	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:MUSIC**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
13-Instruments	W13 L25/26	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying instruments, abilities, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying musical instruments 2. Asking and giving information about abilities	1. Colouring the musical instruments 2. Playing the orchestra game	Trumpet, trombone, guitar, cello, saxophone, piano, violin, oboe, flute, clarinet, xylophone	1. What musical instrument can you play? 2. I can play the ..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
14-I love rock music.	W14 L27/28	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying likes and dislikes, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about likes and dislikes	1. Singing “The Dishwashing song” together 2. Colouring singers’ posters	Like, love, hate, enjoy, don’t like, rock music, sing, song	1. I love rock music. 2. Do you like singing?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books



**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:MUSIC**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
15-What's on TV?	W15 L29/30	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying likes, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about likes	1. Colouring cartoon characters 2. Watching a short cartoon and acting it out.	What's, on TV, today, duke, march, there's, cartoon, favorite, like	1. What's on TV today? 2. There's ... 3. I like Scooby Doo. 4. My favorite cartoon character is ..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
16-Revision and Assessment	W16 L31/32	All the skills in the theme: Music	1. All the functions covered in the theme: Music	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:SPORTS**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
17-I like playing basketball	W17 L33/34	1. Listening to a song according to the theme and repeating it (Listening) 2. Saying sports, likes, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about sports 2. Identifying sports	1. Colouring kites 2. Singing the chant “give me five” 3. Acting kinds of sports	Sports, playing, football, swimming, tennis, sailing, flying a kite, give me five	1. What is that? 2. Do you like playing..? 3. Yes, I do/No, I don't. 4. Let's ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
18-Let's go shopping.	W18 L31/32	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying clothes, size, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about clothes 2. Identifying items of clothing 3. Identifying size	1. Joining the dots:What do you see in the picture? 2. Shopping in a shoe store 3. Playing “what's in the square?” game	Slippers, shoes, boots, trainers, socks, too spotty, too dotty, too flat, too dark	1. This is too... 2. They are too....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:SPORTS**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
19-Can you count?	W17 L33/34	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying numbers, fingers, singing (Speaking) 3. Visual Reading (Reading)	1. Counting numbers from 1-30 2. Identifying names of the fingers	1. Making hand and foot pictures and naming the fingers 2. Counting candies in a jar 3. Singing together	Eleven...thirty, count, fingers, middle finger, little finger, how old	1. Let's count. 2. Can you count?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
20-Revision and Assessment.	W20 L39/40	All the skills in the theme: Sports	1. All the functions covered in the theme: Sports	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:THE WEATHER**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
21-It's summer time.	W21 L41/42	1. Listening to a song according to the theme and act out (Listening) 2. Saying weather conditions, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about weather conditions	1. Going round the class asking "how is the weather today?" 2. Acting out for different weather conditions	Sunny, hot, weather, how, rainy, cloudy, cold, wear, umbrella, sunglasses	1. What's the weather like today? 2. It's sunny. 3. Wear your sunglasses.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
22-What's the date today?	W22 L43/44	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying the date, greeting phrases, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about the date 2. Greetings	1. Singing and dancing "the days of the week" 2. Colouring activities 3. Making conversations using puppets	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, fine	1. What's the date today? 2. It's Monday. 3. How are you today? 4. I'm fine, thanks.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:THE WEATHER**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
23- Seasons	W23 L45/46	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying seasons, weather conditions, producing simple questions about the weather, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about seasons and weather conditions	1. Colouring pictures of different seasons 2. Choosing and talking about flashcards 3. Choosing clothes for the seasons	Summer, winter, spring, fall, cool, warm, hot, cold, freezing, boiling	1. What is the season? 2. It's summer. 3. What do you wear in the summer? 4. What's the weather like in the summer?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
24-Revision and Assessment	W24 L47/48	All the skills in the theme: The weather	1. All the functions covered in the theme: The weather	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:PLANTS**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
25-Grandma's garden	W25 L49/50	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying vegetables, likes, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying vegetables 2. Asking and giving information about vegetables	1. Colouring a picture of a garden while listening to the story 2. Sticking stickers in the garden picture	Garden, gate, path, either side, front door, meet, vegetables, tomato, potato, cabbage, lettuce, cucumber, green pepper, courgette, my, his, her	1. What can you see in the garden? 2. I can see.. 3. I like.. 4. I don't like.. 5. Do you like...?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
26-Flowery shop	W26 L51/52	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying flower names, producing simple sentences, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about the flowers 2. Identifying flowers	1. Colouring flower pictures 2. Talking about the flowers in the pictures 3. Playing "at the flowery shop"	Daisy, rose, daffodil, lawn, swing, slide, jasmine, lavender, fishpond, fountain, a lot of	1. There are a lot of ...in the flowery shop. 2. There is a ...in the flowery shop. 3. Is /are there ..?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:PLANTS**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
27-Grandma's kitchen	W27 L53/54	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying food names, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying food 2. Asking and giving information about food	1. Finding vegetables hidden in the picture 2. Making a short conversation about what we eat for lunch 3. Colouring a kitchen	Kitchen, bowl, lunch, spaghetti, tomato sauce, baked potatoes, beans, cucumber salad, super carrots, would like	1. What do you eat for lunch? 2. Would you like..? 3. Yes, please.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
28-Revision and Assessment	W28 L55/56	All the skills in the theme: Plants	1. All the functions covered in the theme: Plants	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME: AT THE ZOO**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
29- Animals	W29 L57/58	1. Listening to a song according to the theme to imitate animals (Listening) 2. Saying animal names, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying wild animals 2. Asking and giving information about animals	1. Finding animals hidden in the picture 2. Making a short conversation about what we see at the zoo 3. Colouring animals	Iguana, bulldog, rabbit, male, female, lion, tiger, leopard, jaguar, roar, lying on a branch, kangaroo, koala, eucalyptus, giraffe, camel, cute	1. What is the lion doing? 2. It's lying on a branch. 3. A koala eats... 4. The kangaroo is cute.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
30- Birds	W30 L55/56	1. Listening to a song according to the theme to imitate animals (Listening) 2. Saying bird names, how frequent an action happens, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying birds 2. Asking and giving information about the frequency of actions	1. Colouring bird pictures 2. Sticking the parts of a bird 3. Singing "pretty witty birds"	Humming bird, canaries, sparrow, beak, wings, pigeon, blackbird, clever, often, never, always, eagle, feed	1. Birds often fly. 2. What is the pigeon doing? 3. Let's feed birds.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books



**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME: AT THE ZOO**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
31-Tea time	W31 L61/62	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying requests, food names, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying food names 2. Identifying requests	1. Acting out tea time 2. Colouring activities 3. Acting out the story	Hot chocolate, tea, juice, cake, tea time, cookies, thank you	1. May I have ..., please? 2. Thank you.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
32-Revision and Assessment	W32 L63/64	All the skills in the theme: At the zoo	1. All the functions covered in the theme: At the zoo	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME: WHAT DO YOU DO?**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
33-In the morning	W33 L65/66	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying food names, daily routine, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying food names 2. Asking and giving information about the daily routines	1. Memory game 2. Acting out “in the morning” 3. Listening to a story and acting out	Get up, wash face, good morning, bed, pajamas, put on, take off, eat, milk, drink, cheese, eggs, eat breakfast, in the morning	1. What do you do in the morning? 2. I wash my face and ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
34-In the afternoon	W34 L67/68	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying food names, daily routines, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying food names 2. Asking and giving information about daily routines	1. Sticking stickers on the table for lunch (recycling food names) 2. Colouring a cartoon character 3. Doing a puzzle 4. Acting out a story.	Good afternoon, lunch, watch TV, paint pictures, do a puzzle, help my mum, brush my teeth, have lunch, in the afternoon	1. What do you do in the afternoon? 2. I watch TV and ..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:WHAT DO YOU DO?**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
35-In the evening	W35 L69/70	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying food names, daily routine, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying food names 2. Asking and giving information about the daily routines	1. Memory game 2. Acting out “in the evening” 3. Listening to a story and acting out 4. Colouring a dinner table	Come and help me, plate, cups, wash, have dinner, in the evening, at night, sleep, go to bed, brush my teeth, wash hands, take a shower, watch TV, good evening	1. What do you do in the evening? 2. I have dinner and..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
36-Revision and Assessment	W36 L71/72	All the skills in the theme: What do you do?	1. All the functions covered in the theme: What do you do?	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:ONCE UPON A TIME**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
37-Mary had a little lamb	W37 L73/74	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying past activities, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about past activities	1. Making a black sheep 2. Asking and answering questions about the pictures	Once upon a time, lamb, had, ate, danced, sang a song, liked, loved, could, wool	1. I ate .... yesterday. 2. My grandmother could run fast. 3. Mary had a lamb. 4. She danced.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
38-What did you do?	W38 L75/76	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying past activities, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying present and past 2. Asking and giving information about past activities	1.Colouring activities 2. Asking and answering about the pictures 3. Making conversations using puppets	Slept, grew, washed, turned on, brushed, combed, went, played	1. What did you do? 2. What did she do? 3. I brushed my teeth.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:ONCE UPON A TIME**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
39-The Grand Old Duke of York	W39 L77/78	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying past activities, producing simple questions about past activities, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about past activities	1. Colouring activities 2. Singing and acting out	Marched, tried, had, liked, loved, hated, enjoyed, didn't like, didn't go	1. Did you like..? 2. No, I didn't.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
40-Revision and Assessment	W40 L79/80	All the skills in the theme: Once upon a time	1. All the functions covered in the theme: Once upon a time	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:MY BEDROOM**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
41-I have ..	W41 L81/82	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying furniture, possessions, producing simple questions related to possessions, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying furniture 2. Asking and giving information about belongings	1. Colouring the furniture in the picture 2. Asking and answering about the flashcards	I have, bed, wardrobe, blanket, pillow, drawers, desk, curtains, table lamp, poster, magazine, plant, carpet	1. I have .. 2. I don't have.. 3. Do you have ..? 4. She has.. 5. Does she have...?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
42-Where is it?	W42 L83/84	1. Listening to a song according to the theme while acting out (Listening) 2. Saying places of objects, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about the place of objects	1. Drawing pictures according to the instructions 2. Memory game	On, in, under, between, near, next to	1. Where's the ...? 2. It's between ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:MY BEDROOM**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
43-What time is it?	W43 L85/86	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying time, producing simple phrases about the parts of the day, singing (Speaking) 3. Visual Reading (Reading)	1. Asking and giving information about time	1.Making a clock craft to learn time 2. Asking and answering about flashcards	What, time, one...twelve, go to bed, get up, at, good morning, good afternoon, good evening, good night	1. What's the time? 2. It's one o'clock. 3. I go to bed at .... 4. I get up at...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
44- Revision and Assessment	W44 L87/88	All the skills in the theme: My bedroom	1. All the functions covered in the theme: My bedroom	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:MY HEALTH**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
45- Illnesses	W45 L89/90	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying illnesses and medicine, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying minor illness and medicine	1.Role playing: The patient and the doctor 2. Asking and answering about the pictures	Pill, medicine, flu, stomachache, cough, cold, catch, doctor, hospital, toothache	1. What's wrong? 2. I have stomachache 3. Take some medicine.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
46- In the bathroom	W46 L91/92	1. Listening to a song according to the theme to assimilate meaning (Listening) 2. Saying objects in the bathroom, actions, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying objects in the bathroom 2. Asking and answering questions about the actions	1. Playing "where is it?" 2. Role playing activities according to time 3. Talking about flash cards	Sink, tap, plug, towel, floss, shampoo, toothbrush, toothpaste, bathroom, wash, sleep, bath tube, sponge, water, toilet, toilet paper, soap	1. What is this? 2. I wash my hands. 3. I brushed my teeth.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets



**4) 5-7 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:MY HEALTH**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
47-I've washed my hands	W47 L93/94	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying actions, singing (Speaking) 3. Visual Reading (Reading)	1. Identifying actions 2. Asking and giving information about the actions	1. Brushing teeth 2. Doing actions while singing 3. Asking and answering about the pictures	Washed, have, brushed, splash, teeth, clean, bright, grind, bubble, eaten, drunk	1. What have you done? 2. I've brushed my teeth. 3. My teeth are clean.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
48-Revision and Assessment	W48 L95/96	All the skills in the theme: My health	1. All the functions covered in the theme: My health	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:MY SCHOOL**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
1-My classroom	W1 L1/2	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying shape of objects, counting, and singing (Speaking) 3. Reading a story (Reading) 4. Writing words (Writing)	1. Identifying objects 2. Identifying shape 3. Asking and giving information about numbers	1. Colouring and sticking activities 2. Memory game 3. Writing words in the crossword	School, teacher, desk, board, eraser, door, rubbish bin, student, rectangle, triangle, square, circle	1. What is this/that? 2. It's a .. 3. How many..? 4. There is/are.. 5. What shape is it?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
2-My school bag	W2 L3/4	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying objects, colours, words related to school, singing (Speaking) 3. Reading a short conversation (Reading) 4. Writing words (Writing)	1. Asking and giving information related to school items 2. Identifying colours 3. Describing objects	1. Unscrambling the names of objects 2. Showing flashcards according to instructions 3. Colouring activities	School bag, colours in a rainbow, pencil, pen, favorite, eraser, sharpener, book, scissors, glue, ruler	1. There is /are....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:MY SCHOOL**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
3-Be quiet!	W3 L5/6	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying details about objects, singing (Speaking) 3. Reading a short conversation 4. Matching sentences with pictures (Writing)	1. Identifying some actions 2. Asking and giving information about people / objects	1. Colouring and sticking activities 2. Role playing fast, slow, slowly, young, old 3. Matching sentences with pictures	Fast, slow, old, young, new, quiet, noisy, slowly	1. What is this/that? 2. Is it new? 3. It's old. 4. What is she doing 5. She's walking slowly.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
4-Revision and Assessment	W4 L7/8	All the skills in the theme: My school	1. All the functions covered in the theme: My school	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:THIS IS ME**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
5-My body	W5 L9/10	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying body parts, senses, singing (Speaking) 3. Reading a short conversation (Reading) 4. Writing words for correct spelling (Writing)	1. Identifying body parts 2. Asking and giving information about senses	1. Colouring and sticking activities 2. Showing the body parts 3. Tasting food, smelling things 4. Correcting the mistakes in misspelled words	Head shoulders, knees, toes, eyes, mouth, nose, tummy, belly, hand, arm, hair, tooth, teeth, touch, hands, ears, smell, hear	1. What is this/that? 2. I have two arms. 3. I can smell with my nose.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
6.I'm laughing	W6 L11/12	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying actions that are happening now, singing (Speaking) 3. Reading a story.(Reading) 4. Writing simple sentences	1. Asking and giving information related to actions	1.Doing Hokey-Cokey dance movements. 2. Reading the story. 3. Writing actions under the pictures.	Sleep, stand, clap, hop, skip, sit, say something else, run, stand up, sit straight	1. What is she doing? 2. She is sleeping.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:THIS IS ME**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
7-My breakfast	W7 L13/14	1. Listening to a song according to the theme for pleasure 2. Saying food names, singing (Speaking) 3. Reading the story to fill in the missing information (Reading) 4. Writing simple words (Writing)	1. Identifying food 2. Asking and giving information about food	1. Colouring and sticking activities 2. Setting breakfast table 3. Matching written forms with pictures 4. Filling in the gaps in the story.	Eat, drink, milk, cornflakes, egg, bread, honey, food, bowl, plate, knife, fork, early	1. What is this/that? 2. What do you eat for breakfast? 3. I eat....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
8-Revision and Assessment	W8 L15/16	All the skills in the theme: This is me	1. All the functions covered in the theme: This is me	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:TRAFFIC**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
9-Riding a bike	W9 L17/18	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying transport vehicles, actions. singing (Speaking) 3.Using clues to make predictions, reading a short conversation (Reading) 4. Writing simple words (Writing)	1. Identifying transport vehicles 2. Asking and giving information about actions	1. Colouring and sticking activities 2. Finding hidden things in the picture 3. Writing the names of the vehicles under the pictures	Motorcycle, scooter, bicycle, boat, ship, back of the class, at the front, riding	1. What is this/that? 2. What are you doing? 3. I'm riding my bike. 4. What is he doing? 5. He is riding..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
10-Jobs	W10 L19/20	1. Listening to a song according to the theme for pleasure (Writing) 2. Saying jobs, singing (Speaking) 3. Reading a story (Reading) 4. Writing simple sentences (Writing)	1. Asking and giving information related to jobs	1. Colouring people in uniforms 2. Colouring vehicles 3. Reading and acting a story 4. Writing sentences under the pictures	Driver, police officer, buckle, seat belt, fireman, police car, traffic lights	1. What does he do? 2. He is a fireman.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:TRAFFIC**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
11-Fast cars	W11 L21/22	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying transport vehicles, size, directions, singing (Speaking) 3. Reading a short story. (Reading) 4. Writing simple words (Writing)	1. Identifying transport vehicles 2. Asking and giving information about size and direction	1. Colouring and sticking activities 2. Joining dots: What do you see in the picture? 3. Writing correct words under the pictures	Car, fast car, slow car, old car, new car, big car, small car, right, left, lorry, bus, baby bear, mummy bear, daddy bear, turn	1. How big is it? 2. Put your right hand.. 3. Is it new? 4. Turn right.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
12-Revision and Assessment	W12 L23/24	All the skills in the theme: Traffic	1. All the functions covered in the theme: Traffic	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:MUSIC**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
13-Instruments	W13 L25/26	1. Listening for specific information.(Listening) 2. Saying instruments, abilities, singing (Speaking) 3. Reading a short story (Reading) 4. Writing simple words (Writing)	1. Identifying musical instruments 2. Asking and giving information about abilities	1. Colouring the musical instruments 2. Playing the orchestra game 3. Matching pictures and the written forms	Trumpet, trombone, guitar, cello, saxophone, piano, violin, oboe, flute, clarinet, xylophone	1. What musical instrument can you play? 2. I can play the ..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
14-I love rock music.	W14 L27/28	1. Listening to a song according to the theme and acting out 2. Saying likes and dislikes, singing (Speaking) 3. Reading the lyrics of a song (Reading) 4. Writing simple words (Writing)	1. Asking and giving information about likes and dislikes	1. Singing “The Dishwashing song” together 2. Filling in the blanks in the song 3. Making a poster of a concert	Like, love, hate, enjoy, don’t like, rock music, sing, song	1. I love rock music. 2. Do you like singing?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books



**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:MUSIC**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
15-What's on TV?	W15 L29/30	1. Listening to a song for pleasure (Listening) 2. Saying likes, singing (Speaking) 3. Reading a short conversation (Reading) 4. Writing simple words and phrases (Writing)	1. Asking and giving information about likes	1. Colouring cartoon characters 2. Watching a short cartoon and acting it out 3. Making a TV guide	What's, on TV, today, duke, march, there's, cartoon, favorite, like	1. What's on TV today? 2. There's ... 3. I like Scooby Doo. 4. My favorite cartoon character is ..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
16-Revision and Assessment	W16 L31/32	All the skills in the theme: Music	1. All the functions covered in the theme: Music	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:SPORTS**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
17-I like playing basketball	W17 L33/34	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying sports, likes, singing (Speaking) 3. Reading the lyrics of the song (Reading) 4. Writing simple sentences (Writing)	1. Asking and giving information about sports 2. Identifying sports	1. Singing the chant “give me five” and filling in the blanks 2. Acting kinds of sports 3. Writing sentences under the pictures	Sports, playing, football, swimming, tennis, sailing, flying a kite, give me five	1. What is that? 2. Do you like playing..? 3. Yes, I do/No, I don't. 4. Let's ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
18-Let's go shopping.	W18 L31/32	1. Listening to a song according to the theme for correct pronunciation (Listening) 2. Saying clothes, size, singing (Speaking) 3. Reading sentences 4. Writing simple words	1. Asking and giving information about clothes 2. Identifying items of clothing 3. Identifying size	1. Shopping in a shoe store 2. Playing “what's in the square?” game 3. Matching written forms with the pictures	Slippers, shoes, boots, trainers, socks, too spotty, too doty, too flat, too dark	1. This is too... 2. They are too....	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:SPORTS**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
19-Can you count?	W17 L33/34	1. Listening to a chant for correct pronunciation (Listening) 2. Saying numbers, fingers, singing (Speaking) 3. Reading the lyrics of the chant.(Reading) 4. Writing numbers (Writing)	1. Counting numbers from 1-30 2. Identifying names of the fingers	1. Making hand and foot pictures and naming the fingers 2. Counting candies in a jar 3. Singing together 4. Writing numbers under pictures	Eleven...thirty, count, fingers, middle finger, little finger, how old	1. Let's count. 2. Can you count?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
20-Revision and Assessment	W20 L39/40	All the skills in the theme: Sports	1. All the functions covered in the theme: Sports	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:THE WEATHER**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
21-It's summer time.	W21 L41/42	1. Listening to a song to follow repeated commands (Listening) 2. Saying weather conditions, singing (Speaking) 3. Reading a conversation to match visuals and words (Reading) 4. Writing simple words (Writing)	1. Asking and giving information about weather conditions	1. Going round the class asking "how is the weather today?" 2. Acting out for different weather conditions 3. Writing weather conditions under the pictures 4. Reading and acting a conversation	Sunny, hot, weather, how, rainy, cloudy, cold, wear, umbrella, sunglasses	1. What's the weather like today? 2. It's sunny. 3. Wear your sunglasses.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
22-What's the date today?	W22 L43/44	1. Listening to a chant for pleasure (Listening) 2. Saying the date, greeting phrases, singing (Speaking) 3. Reading the chant. (Reading) 4. Writing simple words (Writing)	1. Asking and giving information about the date 2. Greetings	1. Singing and dancing "the days of the week" 2. Colouring activities 3. Writing the dates in the song 4. Reading the chant	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, fine	1. What's the date today? 2. It's Monday. 3. How are you today? 4. I'm fine, thanks.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:THE WEATHER**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
23- Seasons	W23 L45/46	1. Listening to a song for pleasure (Listening) 2. Saying seasons, weather conditions, singing (Speaking) 3. Reading a conversation (Reading) 4. Writing seasons (Writing)	1. Asking and giving information about seasons and weather conditions	1. Writing seasons under the pictures of different seasons 2. Choosing and talking about flashcards 3. Choosing clothes for the seasons	Summer, winter, spring, fall, cool, warm, hot, cold, freezing, boiling	1. What is the season? 2. It's summer. 3. What do you wear in the summer? 4. What's the weather like in the summer?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
24-Revision and Assessment	W24 L47/48	All the skills in the theme: The weather	1. All the functions covered in the theme: The weather	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:PLANTS**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
25-Grandma's garden	W25 L49/50	1. Listening to a song to assimilate meaning (Listening) 2. Saying vegetables, singing (Speaking) 3. Reading the story. (Reading) 4. Writing vegetables (Writing)	1. Identifying vegetables 2. Asking and giving information about vegetables	1. Colouring a picture of a garden while reading the story 2. Sticking stickers in the garden picture 3. Writing the names of vegetables under the pictures	Garden, gate, path, either side, front door, meet, vegetables, tomato, potato, cabbage, lettuce, cucumber, green pepper, courgette, my, his, her	1. What can you see in the garden? 2. I can see.. 3. I like.. 4. I don't like... 5. Do you like...?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
26-Flowerly shop	W26 L51/52	1. Listening to a song for pleasure (Listening) 2. Saying flower names, singing (Speaking) 3. Reading the paragraph (Reading) 4. Writing flower names and simple sentences (Writing)	1. Asking and giving information about the flowers 2. Identifying flowers	1. Colouring flower pictures 2. Writing flower names under the pictures 3. Reading the paragraph and answering the questions	Daisy, rose, daffodil, lawn, swing, slide, jasmine, lavender, fishpond, fountain, a lot of	1. There are a lot of ...in the flowery shop. 2. There is a ...in the flowery shop. 3. Is /are there ..?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:PLANTS**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
27-Grandma's kitchen	W27 L53/54	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying food names, singing (Speaking) 3. Reading a short conversation (Reading) 4. Writing food names (Writing)	1. Identifying food 2. Asking and giving information about food	1. Finding vegetables hidden in the picture 2. Writing food names 3. Writing a conversation and reading it	Kitchen, bowl, lunch, spaghetti, tomato sauce, baked potatoes, beans, cucumber salad, super carrots, would like	1. What do you eat for lunch? 2. Would you like..? 3. Yes, please.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
28-Revision and Assessment	W28 L55/56	All the skills in the theme: Plants	1. All the functions covered in the theme: Plants	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:AT THE ZOO**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
29-Animals	W29 L57/58	1. Listening to a song to assimilate meaning (Listening) 2. Saying animal names, singing (Speaking) 3. Using clues to make predictions (Reading) 4. Writing animal names (Writing)	1. Identifying wild animals 2. Asking and giving information about animals	1. Finding animals hidden in the picture 2. Reading and acting the story 3. Writing animal names under the pictures	Iguana, bulldog, rabbit, male, female, lion, tiger, leopard, jaguar, roar, lying on a branch, kangaroo, koala, eucalyptus, giraffe, camel, cute	1. What is the lion doing? 2. It's lying on a branch. 3. A koala eats.. 4. The kangaroo is cute.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
30-Birds	W28 L55/56	1. Listening to a song for pleasure (Listening) 2. Saying bird names, how frequent an action happens, singing (Speaking) 3. Reading the lyrics of the song (Reading) 4. Writing simple words (Writing)	1. Identifying birds 2. Asking and giving information about the frequency of actions	1. Colouring bird pictures 2. Sticking the parts of a bird 3. Singing "pretty witty birds" and filling in the blanks	Humming bird, canaries, sparrow, beak, wings, pigeon, blackbird, clever, often, never, always, eagle, feed	1. Birds often fly. 2. What is the pigeon doing? 3. Let's feed birds.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books



**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:AT THE ZOO**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
31-Tea time	W31 L61/62	1. Listening to a song for pleasure (Listening) 2. Saying requests, food names, singing (Speaking) 3. Reading the story (Reading) 4. Writing simple sentences (Writing)	1. Identifying food names 2. Identifying requests	1. Acting out tea time 2. Colouring activities 3. Reading and acting out the story 4. Writing a simple conversation	Hot chocolate, tea, juice, cake, tea time, cookies, thank you	1. May I have ..., please? 2. Thank you.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
32-Revision and Assessment	W32 L63/64	All the skills in the theme: At the zoo	1. All the functions covered in the theme: At the zoo	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:WHAT DO YOU DO?**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
33-In the morning	W33 L65/66	1. Listening to a song for pleasure (Listening) 2. Saying food names, daily routine, singing (Speaking) 3. Picking up familiar names, words, basic phrases (Reading) 4. Writing simple sentences (Writing)	1. Identifying food names 2. Asking and giving information about the daily routines	1. Memory game 2. Acting out “in the morning” 3. Reading a story and acting out 4. Writing actions under the pictures	Get up, wash face, good morning, bed, pajamas, put on, take off, eat, milk, drink, cheese, eggs, eat breakfast, in the morning	1. What do you do in the morning? 2. I wash my face and ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
34-In the afternoon	W34 L67/68	1. Listening to a song for pleasure (Listening) 2. Saying food names, daily routines, singing (Speaking) 3. Reading a story.(Reading) 4. Writing simple words (Writing)	1. Identifying food names 2. Asking and giving information about daily routines	1.Sticking stickers on the table for lunch (recycling food names) 2. Colouring a cartoon character 3. Doing a puzzle 4. Reading and acting out a story	Good afternoon, lunch, watch TV, paint pictures, do a puzzle, help my mum, brush my teeth, have lunch, in the afternoon	1. What do you do in the afternoon? 2. I watch TV and ..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:WHAT DO YOU DO?**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
35-In the evening	W35 L69/70	1. Listening to a song for pleasure (Listening) 2. Saying food names, daily routine, singing (Speaking) 3. Reading simple phrases for general comprehension with visual support (Reading) 4. Writing simple sentences (Writing)	1. Identifying food names 2. Asking and giving information about the daily routines	1. Memory game 2. Acting out “in the evening” 3. Reading a story and acting out. 4. Writing sentences under the pictures	Come and help me, plate, cups, wash, have dinner, in the evening, at night, sleep, go to bed, brush my teeth, wash hands, take a shower, watch TV, good evening	1. What do you do in the evening? 2. I have dinner and..	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
36-Revision and Assessment	W36 L71/72	All the skills in the theme: What do you do?	1. All the functions covered in the theme: What do you do?	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**

**THEME:ONCE UPON A TIME**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
37-Mary had a little lamb	W37 L73/74	1. Listening to a song according to the theme for pleasure (Listening) 2. Saying past activities, singing (Speaking) 3. Reading sentences (Reading) 4. Writing simple sentences (Writing)	1. Asking and giving information about past activities	1. Making a black sheep 2. Asking and answering questions about the pictures 3. Writing sentences under the pictures	Once upon a time, lamb, had, ate, danced, sang a song, liked, loved, could, wool	1. I ate .... yesterday. 2. My grandmother could run fast. 3. Mary had a lamb. 4. She danced.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
38-What did you do?	W38 L75/76	1. Listening to a song for correct pronunciation (Listening) 2. Saying past activities, singing (Speaking) 3. Reading sentences (Reading) 4. Writing simple questions (Writing)	1. Identifying present and past 2. Asking and giving information about past activities	1.Colouring activities 2. Asking and answering about the pictures 3. Making conversations using puppets 4. Writing questions about the pictures	Slept, grew, washed, turned on, brushed, combed, went, played	1. What did you do? 2. What did she do? 3. I brushed my teeth.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:ONCE UPON A TIME**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
39-The Grand Old Duke of York	W39 L77/78	1. Listening to a song for specific information (Listening) 2. Saying past activities, singing (Speaking) 3. Reading a short conversation (Reading) 4. Writing simple words (Writing)	1. Asking and giving information about past activities	1. Colouring activities 2. Singing and acting out 3. Filling in the blanks in the song 4. Reading a short conversation and acting it out	Marched, tried, had, liked, loved, hated, enjoyed, didn't like, didn't go	1. Did you like..? 2. No, I didn't.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
40-Revision and Assessment	W40 L79/80	All the skills in the theme: Once upon a time	1. All the functions covered in the theme: Once upon a time	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:MY BEDROOM**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
41-I have ...	W41 L81/82	1. Listening to a song for pleasure (Listening) 2. Saying furniture, possessions, singing (Speaking) 3. Reading simple words (Reading) 4. Writing simple words (Writing)	1. Identifying furniture 2. Asking and giving information about belongings	1. Colouring the furniture in the picture 2. Asking and answering about the flashcards 3. Writing the names of the objects under the pictures	I have, bed, wardrobe, blanket, pillow, drawers, desk, curtains, table lamp, poster, magazine, plant, carpet	1. I have .. 2. I don't have.. 3. Do you have ..? 4. She has.. 5. Does she have...?	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
42-Where is it?	W42 L83/84	1. Listening to a song for correct pronunciation (Listening) 2. Saying places of objects, singing (Speaking) 3. Following short, simple directions, and instruction (Reading) 4. Writing sentences (Writing)	1. Asking and giving information about the place of objects	1. Drawing pictures according to the instructions 2. Memory game 3. Writing the places of the objects under the pictures	On, in, under, between, near, next to	1. Where's the ...? 2. It's between ...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:MY BEDROOM**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
43-What time is it?	W43 L85/86	1. Listening to a song to assimilate meaning (Listening) 2. Saying time, singing (Speaking) 3. Reading sentences (Reading) 4. Writing sentences (Writing)	1. Asking and giving information about time	1. Making a clock craft to learn time 2. Asking and answering about flashcards 3. Writing time under the pictures	What, time, one...twelve, go to bed, get up, at, good morning, good afternoon, good evening, good night	1. What's the time? 2. It's one o'clock. 3. I go to bed at ..... 4. I get up at...	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
44- Revision and Assessment	W44 L87/88	All the skills in the theme: My bedroom	1. All the functions covered in the theme: My bedroom	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**  
**THEME:MY HEALTH**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
45-Illnesses	W45 L89/90	1. Listening to a song to assimilate meaning (Listening) 2. Saying illnesses and medicine, singing (Speaking) 3. Reading short conversations (Reading) 4. Writing simple sentences (Writing)	1. Identifying minor illness and medicine	1. Role playing: The patient and the doctor 2. Asking and answering about the pictures 3. Filling in the conversations	Pill, medicine, flu, stomachache, cough, cold, catch, doctor, hospital, toothache	1. What's wrong? 2. I have stomachache 3. Take some medicine.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
46-In the bathroom	W46 L91/92	1. Listening to a song for pleasure (Listening) 2. Saying objects in the bathroom, actions, singing (Speaking) 3. Reading sentences (Reading) 4. Writing simple words (Writing)	1. Identifying objects in the bathroom 2. Asking and answering questions about the actions	1. Playing "where is it?" 2. Writing names of the objects under the pictures 3. Talking about flash cards	Sink, tap, plug, towel, floss, shampoo, toothbrush, toothpaste, bathroom, wash, sleep, bath tube, sponge, water, toilet, toilet paper, soap	1. What is this? 2. I wash my hands. 3. I brushed my teeth.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets



**5) 8-11 YAŞ İÇİN İNGİLİZCE EĞİTİMİ PROGRAM İÇERİĞİNİN 48 HAFTALIK DAĞILIMI**

**THEME:MY HEALTH**

UNIT	WEEK- LESSON	SKILLS	FUNCTIONS	TASKS	TARGET VOCABULARY	STRUCTURES	METHODS-TECHNIQUES- ACTIVITIES	SOURCES- MATERIALS
47-I've washed my hands	W47 L93/94	1. Listening to a song for correct pronunciation (Listening) 2. Saying actions, singing (Speaking) 3. Reading sentences (Reading) 4. Writing sentences (Writing)	1. Identifying actions 2. Asking and giving information about the actions	1. Doing actions while singing 2. Asking and answering about the pictures and writing them	Washed, have, brushed, splash, teeth, clean, bright, grind, bubble, eaten, drunk	1. What have you done? 2. I've brushed my teeth. 3. My teeth are clean.	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books
48-Revision and Assessment	W48 L95/96	All the skills in the theme: My health	1. All the functions covered in the theme: My health	1. Checking the previous tasks 2. Assessment of learning	Recycling	Recycling	1. Audio-lingual method 2. Audio-visual method 3. Communicative language learning 4. Total-physical response 5. Demonstration 6. Drama and Role-play 7. Pair and group work 8. Educational games 9. Visual reading activities	1. Course books 2. CD 3. Real objects 4. Toys 5. Pictures 6. Story books 7. Puppets

## ÖLÇME VE DEĞERLENDİRMEYLE İLGİLİ ESASLAR

Genel anlamda ölçme ve değerlendirme uygulamaları çocuğun hedeflenen amaçlara ulaşip ulaşmadığını belirlemek amacıyla yapılır. Bu bağlamda,

- 1) Öğretilenlerin çocuk tarafından ne derecede alımlandığı,
- 2) Çocuğun bir sonraki aşamaya hazır bulunup bulunmadığı,
- 3) Aynı grupta öğrenim gören çocukların öğrenme düzeylerinin karşılaştırılması ve durum değerlendirmesi yapılabilmesi,
- 4) Sürdürülen eğitimin etkililiğinin belirlenmesi,
- 5) Her bir çocuğun bireysel dil gelişiminin saptanması için ölçme değerlendirme uygulamaları yapılır.

Ölçme değerlendirme klasik anlayışta hedef ve sonuç karşılaştırılarak yapılır. Sonuca dayalı değerlendirmeler sürecin değerlendirilmesi boyutunda eksik kalmaktadır. Bu nedenle ölçme ve değerlendirme uygulamalarında çocukların aldıkları eğitim boyunca gösterdikleri performans da göz önünde bulundurulmalı, alternatif değerlendirme yöntemlerine yer verilmesine özen gösterilmelidir.

Bu kurs programında tüm düzeyler için dikkate alınan ölçme değerlendirme esasları şunlardır:

- 1) Ölçme değerlendirme uygulamaları öğrencilerin yaş seviyeleri ve fiziksel, bilişsel ve duygusal gelişimleri göz önünde bulundurularak düzenlenmiştir.
- 2) Şarkı söyleme, oyun oynama ve grup çalışmalarında dil becerilerini kullanma değerlendirmede göz önünde bulundurulur.
- 3) Öğrencilerde kaygı yaratıp öğrenmeyi olumsuz etkilememek için değerlendirmeler; öğrenciye belli etmeden, gözlemler ve etkinliklerde yer almaları ile yapılır.

Gözlem ve değerlendirme formlarında puanlamaya yönelik bilgi: Gözlem ve değerlendirmeler yapılırken öğretmenin öğrencilere odaklanmasını kolaylaştırmak amacıyla puan değerleri 5-10 arası tutulmuştur. Öğrencinin her bir değerlendirmeden aldığı toplam not, örneğin önce 35 puan (bu puan her bir ölçme aracında farklılık gösterebilir) üzerinden hesaplanır, alınan bu notun 100 üzerinden değerini bulmak için not her bir öğrencinin aldığı nota bağlı olarak belli bir sabit sayı ile çarpılır. Elde edilen sonuç öğrencinin 100 üzerinden almış olduğu notu gösterir (bk.Ekler).

### 3-4 yaş için İngilizce – Ölçme ve Değerlendirme

- Başlangıç aşamasında ölçme ve değerlendirme

Bu programa yerleştirilen öğrenciler 3-4 yaş arasındaki öğrencilerdir. Kursa başlangıç aşamasında sözlü ya da gözleme dayalı herhangi bir değerlendirme yapılmaz. Öğrenciler yaş grupları yakın tutularak alınır.

- Kurs sırasında ölçme ve değerlendirme

Her düzey temalardan oluşmaktadır. Her tema sonunda periyodik değerlendirmeler yapılır. Değerlendirmelerde CD ve kitap içeriklerine bağlı kalınır. Ölçme ve değerlendirme yapıldığı çocuklara hissettirilmez. Yapılan değerlendirme öğretmenlerin sınıfın performansı ve tekrar yapılması gereken unsurlar ile ilgili bilgi sahibi olması ve öğrencilerin gelişim düzeylerini belirlemek amaçlıdır. Her tema sonunda kullanılan materyallerle yönerge-ver-yaptır yöntemi kullanılır. Yönerge-ver-yaptır yönteminde öğrencilere yönergeler verilip, üniteler sırasında kullanılan malzemeler üzerinde öğrencilerin bireysel çalışma ve grup çalışması yapması sağlanır. Öğretmen bu sırada kurumun geliştirmiş olduğu İngilizce performansı gösteren gözlem formunu (EK 1) doldurur. Böylece çocuğun hangi komutlara karşılık verdiği, neyi öğrenip neyi öğrenmediği

ortaya çıkar. Sınıftaki tüm çocuklar tarafından öğrenilen bilgilerin minimum %75'i (EK 1- 16 üzerinden 12 aldığında) öğrenildiğinde bir sonraki temaya geçilir. Değerlendirme için gözlem önemli bir yöntem olarak kullanılmaktadır. Öğrencilerin ortalama dikkat toplama düzeyleri, güdüleri, dili kullanma becerileri öğretmenler tarafından gözlemlenip gelişim dosyalarına kaydedilir.

- Kurs bitiminde ölçme ve değerlendirme:

Kurs boyunca işlenen temaların genel değerlendirmesi yapılır. Her tema sonunda öğretmen tarafından doldurulan gözlem formlarındaki puanların ortalaması alınır. Öğrencilerin temaların en az %75'ini öğrendiği durumlarda 4-5 yaş için İngilizce'ye geçmesi uygundur. Başarı seviyesi %75'in altında kalan öğrenciler 3-4 yaş için İngilizce seviyesini tekrar alırlar.

#### **4-5 yaş için İngilizce - Ölçme ve Değerlendirme**

- Başlangıç aşamasında ölçme ve değerlendirme

Bu program başlangıç programı değildir, bu programa yerleştirilen öğrenciler 3-4 yaş için İngilizce'yi tamamlamış olmalıdır. 3-4 yaş için İngilizce bitiminde ölçme değerlendirme uygulandığı için bu programın başlangıcında ayrı bir değerlendirme yapılmasına gerek duyulmamaktadır.

- Kurs sırasında ölçme ve değerlendirme

Her düzey temalardan oluşmaktadır. Her tema sonunda periyodik değerlendirmeler yapılır. Değerlendirmelerde CD ve kitap içeriklerine bağlı kalınır. Ölçme ve değerlendirme yapıldığı çocuklara hissettirilmez. Yapılan değerlendirme öğretmenlerin sınıfın performansı ve tekrar yapılması gereken unsurlar ile ilgili bilgi sahibi olması ve öğrencilerin gelişim düzeylerini belirlemek amaçlıdır. Her tema sonunda kullanılan materyallerle yönerge-ver-yaptır yöntemi kullanılır. Yönerge-ver-yaptır yönteminde öğrencilere yönergeler verilir, üniteler sırasında kullanılan malzemeler üzerinde bireysel çalışma ve grup çalışması yapması sağlanır. Öğretmen bu sırada kurumun geliştirmiş olduğu İngilizce performansı gösteren gözlem formunu (EK 1) doldurur. Böylece çocuğun hangi komutlara karşılık verdiği, neyi öğrenip neyi öğrenmediği ortaya çıkar. Sınıftaki tüm çocuklar tarafından öğrenilen bilgilerin minimum %75'i (örneğin EK 1- 16 üzerinden 12 aldığında) öğrenildiğinde bir sonraki temaya geçilir. Değerlendirme için gözlem önemli bir yöntem olarak kullanılmaktadır. Öğrencilerin ortalama dikkat toplama düzeyleri, güdüleri, dili kullanma becerileri öğretmenler tarafından gözlemlenip gelişim dosyalarına kaydedilir.

- Kurs bitiminde ölçme ve değerlendirme

Kurs boyunca işlenen temaların genel değerlendirmesi yapılır. Her tema sonunda öğretmen tarafından doldurulan gözlem formlarındaki puanların ortalaması alınır. Öğrencilerin ünitelerin en az %75'ini öğrendiği durumlarda 5-7 yaş için İngilizce geçmesi uygundur. Başarı seviyesi %75'in altında kalan öğrenciler 4-5 yaş için İngilizce seviyesini tekrar alırlar.

#### **5-6 Yaş için İlk Defa İngilizce - Ölçme ve Değerlendirme**

- Başlangıç aşamasında ölçme ve değerlendirme:

Bu programa yerleştirilen öğrencilerin 5-6 yaş arasında ve daha önce İngilizce ile tanışmamış öğrenciler olması gerekmektedir. Öğrenciler yaş grupları yakın tutularak gruplara alınır. Bu program 3-4 yaş için İngilizce ve 4-5 yaş için İngilizce programlarının birleştirilmiş halidir, daha yoğun bir programdır. Başlangıçta 3-4 yaş için İngilizce programıyla başlayıp sonrasında 4-5 yaş

için İngilizce programına devam eden öğrenciler, bu programı atlayarak 5-7 yaş için İngilizce programına geçerler.

- Kurs sırasında ölçme ve değerlendirme:

Her düzey temalardan oluşmaktadır. Her tema sonunda periyodik değerlendirmeler yapılır. Değerlendirmelerde CD ve kitap içeriklerine bağlı kalınır. Ölçme ve değerlendirme yapıldığı çocuklara hissettirilmez. Yapılan değerlendirme öğretmenlerin sınıfın performansı ve tekrar yapılması gereken unsurlar ile ilgili bilgi sahibi olması ve öğrencilerin gelişim düzeylerini belirlemek amaçlıdır. Her tema sonunda kullanılan materyallerle yönerge-ver-yaptır yöntemi kullanılır. Yönerge-ver-yaptır yönteminde öğrencilere yönergeler verilip, üniteler sırasında kullanılan malzemeler üzerinde bireysel çalışma ve grup çalışması yapması sağlanır. Öğretmen bu sırada kurumun geliştirmiş olduğu İngilizce performansı gösteren gözlem formunu (EK 1) doldurur. Böylece çocuğun hangi komutlara karşılık verdiği, neyi öğrenip neyi öğrenmediği ortaya çıkar. Sınıftaki tüm çocuklar tarafından öğrenilen bilgilerin minimum %75'i (örneğin EK 1- 16 üzerinden 12 aldığında) öğrenildiğinde bir sonraki üniteye geçilir. Değerlendirme için gözlem önemli bir yöntem olarak kullanılmaktadır. Öğrencilerin ortalama dikkat toplama düzeyleri, güdüleri, dili kullanma becerileri öğretmenler tarafından gözlemlenip gelişim dosyalarına kaydedilir.

- Kurs bitiminde ölçme ve değerlendirme

Kurs boyunca işlenen temaların genel değerlendirmesi yapılır. Her tema sonunda öğretmen tarafından doldurulan gözlem formlarındaki puanların ortalaması alınır. Öğrencilerin temaların en az %75'ini öğrendiği durumlarda 5-7 yaş İçin İngilizce'ye geçmesi uygundur. Başarı seviyesi %75'in altında kalan öğrenciler 5-6 yaş İçin İlk Defa İngilizce seviyesini tekrar alırlar.

## **5-7 yaş için İngilizce - Ölçme ve Değerlendirme**

- Başlangıç aşamasında ölçme ve değerlendirme

Bu programa yerleştirilen çocuklar yaş ve İngilizce düzeylerine göre iki ayrı grupta değerlendirilir. Bu yaş grubundaki öğrencilerin iki koşuldan birini karşılaması gerekmektedir. Birinci koşul "5-6 yaş için İlk defa İngilizce" veya "3-4 yaş için İngilizce" ve "4-5 yaş için İngilizce" düzeylerini tamamlamış olmaları, diğer koşul ise temel İngilizce bilgisine sahip olmalarıdır. Daha önceki programları tamamlamayan çocuklar, 5-6 yaş için İlk Defa İngilizce kurs bitiminde yapılan değerlendirmeye tabii tutulur ve bunun sonucuna göre 5-7 yaş için İngilizce Programına yerleştirilebilir.

- Kurs sırasında ölçme ve değerlendirme

Her düzey temalardan oluşmaktadır. Her tema sonunda periyodik değerlendirmeler yapılır. Değerlendirmelerde CD ve kitap içeriklerine bağlı kalınır. Ölçme ve değerlendirme yapıldığı çocuklara hissettirilmez. Yapılan değerlendirme öğretmenlerin sınıfın performansı ve tekrar yapılması gereken unsurlar ile ilgili bilgi sahibi olması ve öğrencilerin gelişim düzeylerini belirlemek amaçlıdır. Her tema sonunda kullanılan materyallerle yönerge-ver-yaptır yöntemi kullanılır. Yönerge-ver-yaptır yönteminde öğrencilere yönergeler verilip, üniteler sırasında kullanılan malzemeler üzerinde bireysel çalışma ve grup çalışması yapması sağlanır. Öğretmen bu sırada kurumun geliştirmiş olduğu İngilizce performansı gösteren gözlem formunu (EK 1'e benzer) doldurur. Böylece çocuğun hangi komutlara karşılık verdiği, neyi öğrenip neyi öğrenmediği ortaya çıkar. Aynı zamanda her tema sonunda dinleme değerlendirme sınavı (EK 2) yapılır. Sınavlardan ve gözlem formlarından alınan puanlar doğrultusunda sınıftaki tüm çocuklar tarafından öğrenilen bilgilerin minimum %75'i öğrenildiğinde bir sonraki üniteye geçilir. Değerlendirme için gözlem önemli bir yöntem olarak kullanılmaktadır. Öğrencilerin ortalama dikkat toplama düzeyleri,

güdüleri, dili kullanma becerileri öğretmenler tarafından gözlemlenip gelişim dosyalarına kaydedilir.

- Kurs bitiminde ölçme ve değerlendirme:

Kurs boyunca işlenen temaların genel değerlendirmesi yapılır. Her tema sonunda öğretmen tarafından doldurulan gözlem formlarındaki puanların ve dinleme değerlendirme sınavlarının ortalaması alınır. Öğrencilerin temaların en az %75'ini öğrendiği durumlarda 8-11 yaş için İngilizce'ye geçmesi uygundur. Başarı seviyesi %75'in altında kalan öğrenciler 5-7 yaş için İngilizce seviyesini tekrar alırlar.

## **8-11 yaş için İngilizce - Ölçme ve Değerlendirme**

- Başlangıç aşamasında ölçme ve değerlendirme

Bu programa yerleştirilen öğrenciler 5-7 yaş İçin İngilizce programını tamamlamış olmalıdır. 8-11 yaş için İngilizce, 5-7 yaş için İngilizce'nin devamı niteliğindedir. 5-7 yaş için İngilizce Programının sonunda bir ölçme değerlendirme uygulandığı için bu programın başlangıcında ayrı bir değerlendirme yapılmaz.

- Kurs sırasında ölçme ve değerlendirme:

Her düzey temalardan oluşmaktadır. Her tema sonunda periyodik değerlendirmeler yapılır. Değerlendirmelerde CD ve kitap içeriklerine bağlı kalınır. Ölçme ve değerlendirme yapıldığı çocuklara hissettirilmez. Yapılan değerlendirme öğretmenlerin sınıfın performansı ve tekrar yapılması gereken unsurlar ile ilgili bilgi sahibi olması ve öğrencilerin gelişim düzeylerini belirlemek amaçlıdır. Her tema sonunda kullanılan materyallerle yönerge-ver-yaptır yöntemi kullanılır. Yönerge-ver-yaptır yönteminde öğrencilere yönergeler verilir, üniteler sırasında kullanılan malzemeler üzerinde bireysel çalışma ve grup çalışması yapılması sağlanır. Öğretmen bu sırada kurumun geliştirmiş olduğu İngilizce performansı gösteren gözlem formunu (EK 1'e benzer) doldurur. Böylece çocuğun hangi komutlara karşılık verdiği, neyi öğrenip neyi öğrenmediği ortaya çıkar. Aynı zamanda her tema sonunda dinleme ve yazma değerlendirme sınavı (EK 3a ve 3b'ye benzer) yapılır. Sınavlardan ve gözlem formlarından alınan puanlar doğrultusunda sınıftaki tüm çocuklar tarafından öğrenilen bilgilerin minimum %75'i öğrenildiğinde bir sonraki temaya geçilir. Değerlendirme için gözlem önemli bir yöntem olarak kullanılmaktadır. Öğrencilerin ortalama dikkat toplama düzeyleri, güdüleri, dili kullanma becerileri öğretmenler tarafından gözlemlenip gelişim dosyalarına kaydedilir. Ayrıca temalara uygun seçilmiş resimli öykü kitapları evde okuma çalışması olarak öğrencilere verilir, bu kitaplarla ilgili sınıfta alıştırmalar yapılır. Kimi zaman öğrencilere yine temalarla ilişkili yazma çalışmaları ödev verilir, öğretmen bu çalışmalarla ilgili öğrencilere dönüt verir ve bu sayede öğrencilerin bireysel eksiklikleri olup olmadığını saptama olanağı da bulmuş olur.

- Kurs bitiminde ölçme ve değerlendirme

Kurs boyunca işlenen temaların genel değerlendirmesi yapılır. Her tema sonunda öğretmen tarafından doldurulan gözlem formlarındaki puanların ve dinleme/ dinleme ve yazma değerlendirme sınavlarının ortalaması alınır. Öğrencilerin dört ünitenin en az %75'ini öğrendiği durumlarda programı başarıyla tamamlamış sayılırlar. Başarı seviyesi %75'in altında kalan öğrenciler 8-11 yaş için İngilizce seviyesini tekrar alırlar.

## **PROGRAMIN UYGULANMASINDA KULLANILACAK ÖĞRETİM ARAÇ VE GEREÇLERİ**

Yabancı dil öğretiminde en son uygulanan yöntem ve yaklaşımlara uygun, göze ve kulağa hitap eden araçlarla desteklenen İngilizce Dil Eğitimi Programına ait her çeşit, detaylı kitap, araç ve gereçler kullanılmaktadır.

1. Görsel Araçlar
  - 1.1. Videolar (videos)
  - 1.2. Kitaplar (books)
  - 1.3. Gerçek nesnelere (real objects)
  - 1.4. Resimler (pictures)
    - 1.4.1. Tek bir nesneye ait resimler (flashcards)
    - 1.4.2. Filmler ve slaytlar
2. İşitsel Araçlar
  - 2.1. Videolar
  - 2.2. CD ler
3. Bedensel Duyusal Araçlar
  - 3.1. Top
  - 3.2. Hulahop
  - 3.3. Çubuklar
  - 3.4. Plastik bardaklar
  - 3.5. Eşarplar
  - 3.6. Oyuncaklar vb.

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**İNGİLİZCE (3-4 yaş) 1. TEMA SONU DEĞERLENDİRMESİ GÖZLEM FORMU**

<b>ÖĞRENCİNİN ADI/ SOYADI:</b>	<b>HAYIR (0 PUAN)</b>	<b>BAZEN (1 PUAN)</b>	<b>EVET (2 PUAN)</b>
Kendini tanıtabilir. ( <i>I am &amp; name</i> )			
This is.. Nesnelerin ne olduğunu söyleyebilir.			
Counting to 5 1'den 5'e kadar sayabilir.			
Ulaşım araçlarını söyleyebilir. Transportation – car, bus, truck, minibus			
Eylemleri yönergelere göre gerçekleştirebilir. Actions – jump, clap, run, stop, eat, sleep, look, see, turn around, driving, struck			
Bedenin bölümlerini gösterebilir. Body Parts – mouth, nose, knees, toes			
Yönergelere göre aşağı yukarı yönlerini söyleyebilir. Directions – up, down			
Yönergelere göre resimleri sıralayabilir. Story: Driving- Ordering the story cards			

# LISTENING ASSESSMENT

(an example)

(5-7 yaş)



Student's First Name \_\_\_\_\_

Student's Surname \_\_\_\_\_

Date \_\_\_\_\_

**GOOD LUCK!**

.....

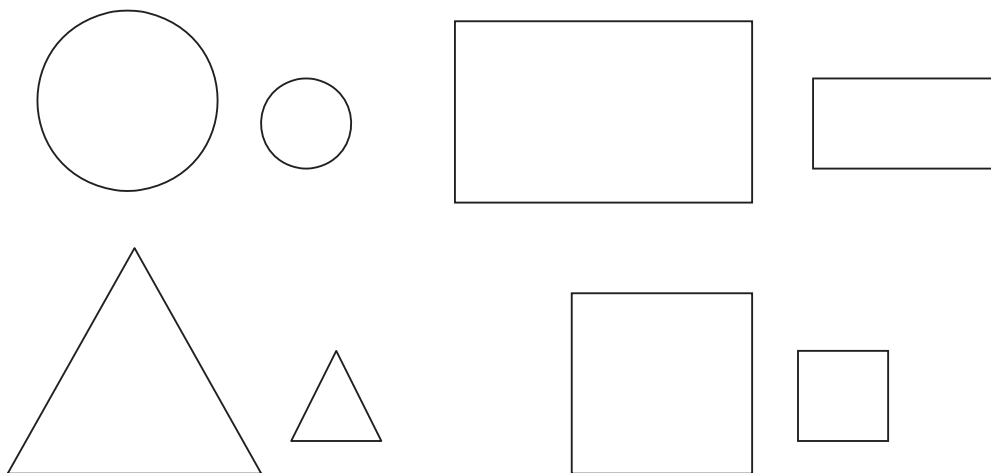
RESULTS: for examiner's use only

Exercise	1	2	3	4	5	6
Maximum Points	10	5	5	5	5	5
Result						

TOTAL =  / 35 X 2.8572 for percentage =  %

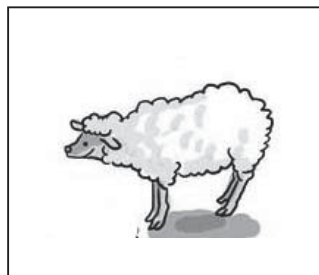
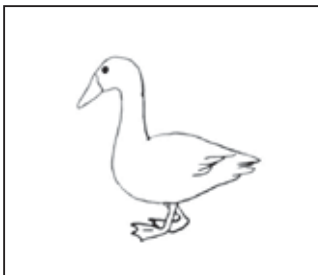
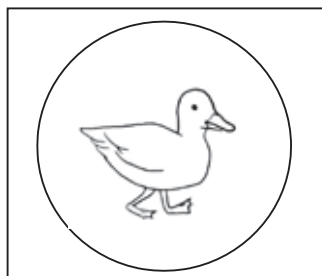
# Listening Test

Exercise 1: Listen and colour.

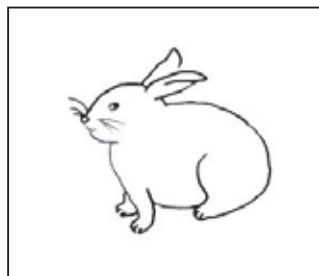
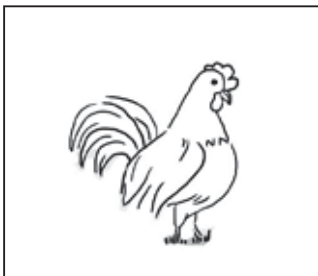
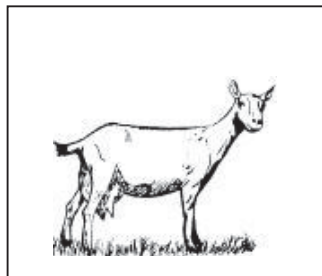


Exercise 2: Listen and circle.

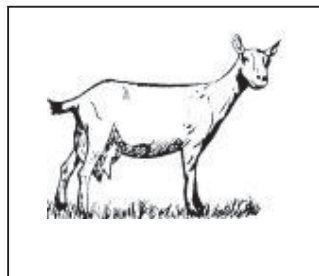
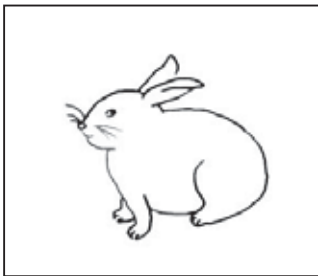
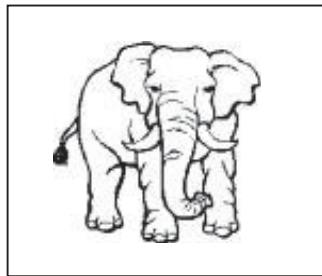
e.g.



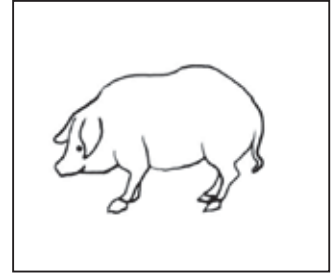
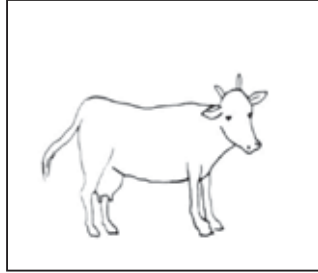
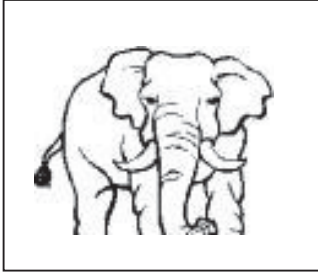
A)



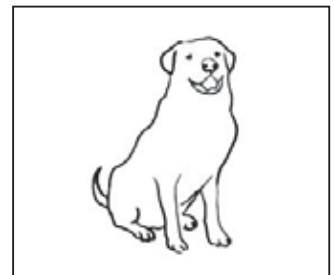
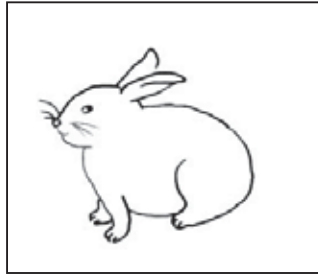
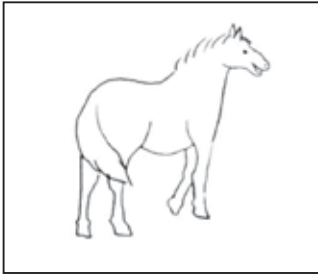
B)



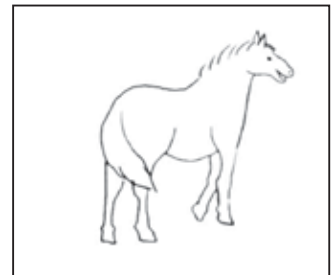
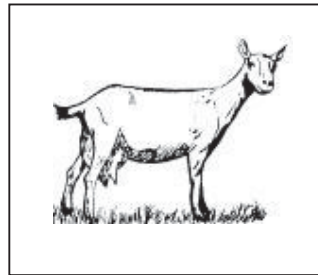
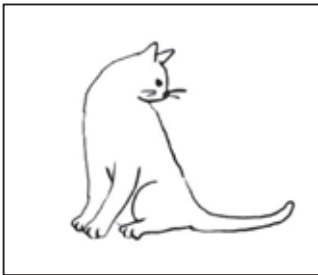
C)



D)



E)



Exercise 3: Listen and tick. Here is one example.



A)



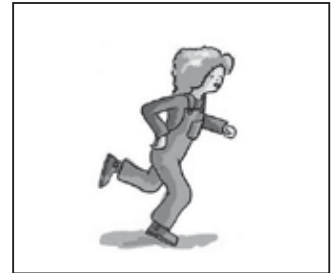
B)



C)



D)

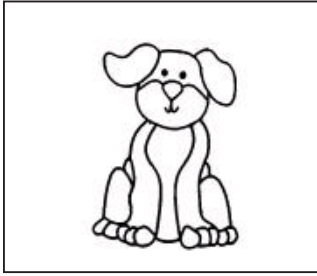


E)

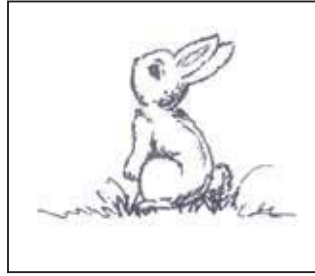


Exercise 4: Listen and put a tick (✓) or a cross (X) in the box.

e.g.1



e.g.2



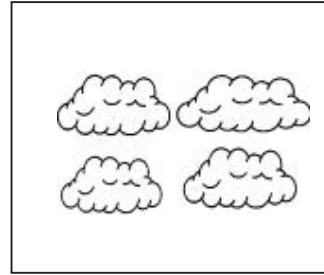
A)



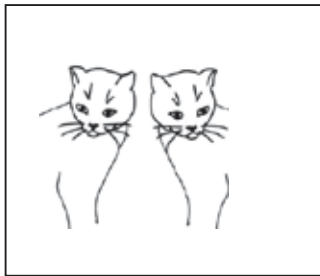
B)



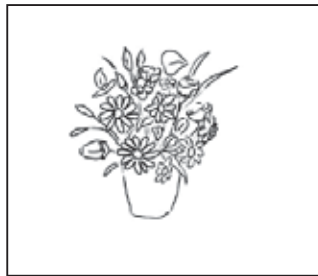
C)



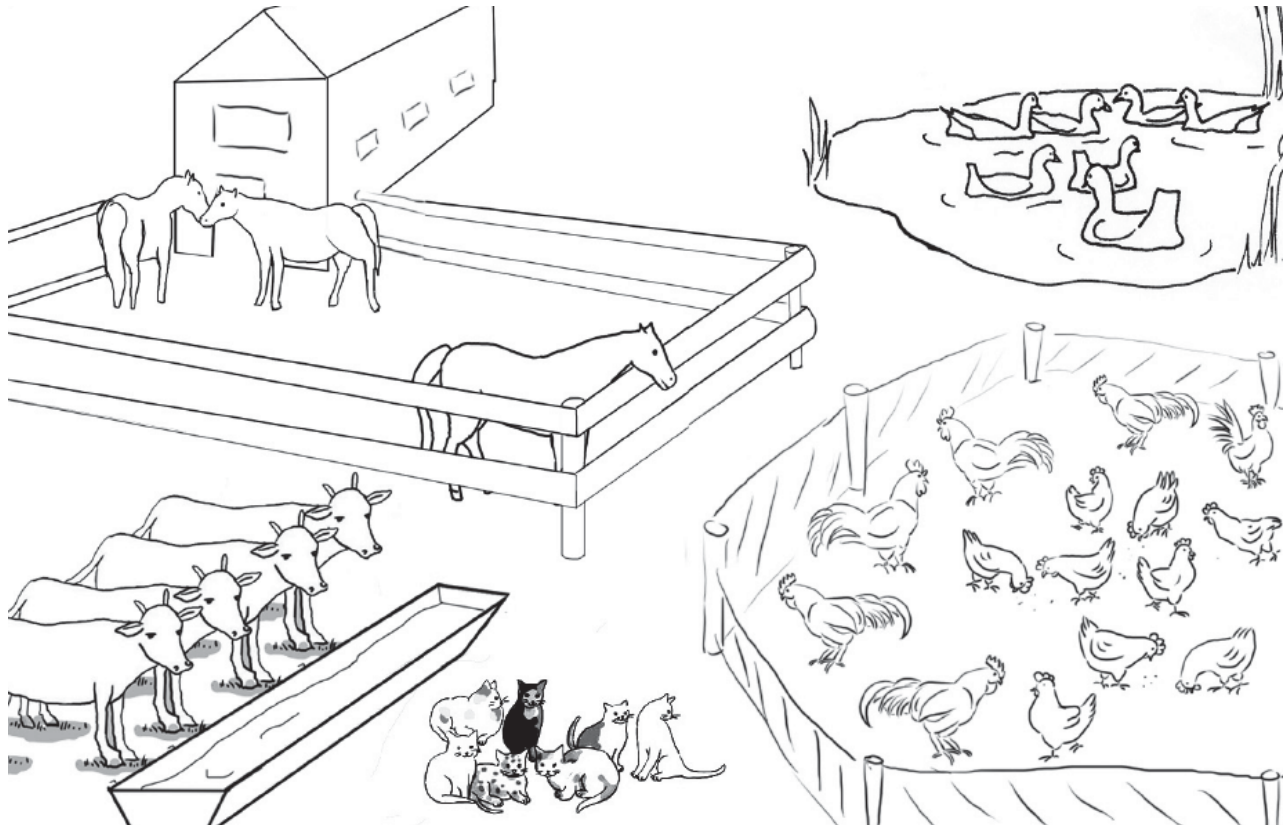
D)



E)



Exercise 5: Listen and answer orally.

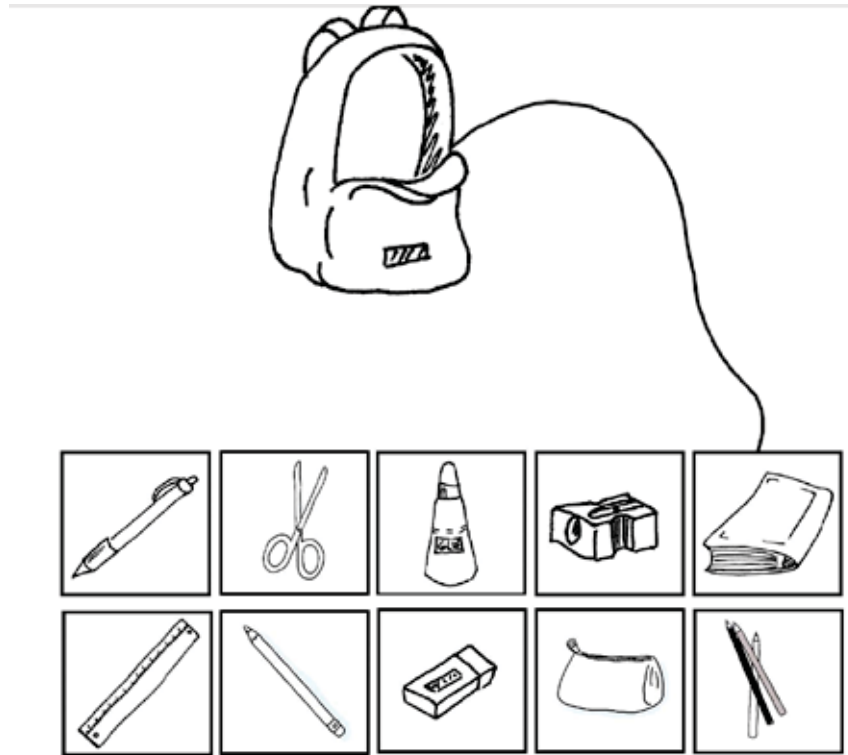


e.g. How many cats are there in the picture? 7

- A) How many ducks are there in the picture? \_\_\_\_\_
- B) How many cows are there in the picture? \_\_\_\_\_
- C) How many horses are there in the picture? \_\_\_\_\_
- D) How many hens are there in the picture? \_\_\_\_\_
- E) How many roosters are there in the picture? \_\_\_\_\_



Exercise 6: Listen and draw lines. There is one example.



## Listening Assessment (ek-2)

### Listening Test - Instructions and Marks

Hand out the copies of the test.

*Exercise 1: Tell the children to colour the shapes according to your instructions. Repeat each sentence twice. Draw the shape and colour it in on the board.*

e.g. Colour a big square red.

- A) Show me yellow. Colour a little rectangle yellow.
- B) Show me blue. Colour a big triangle blue.
- C) Show me green. Colour a little circle green.
- D) Show me black. Colour a big rectangle black.
- E) Show me pink. Colour a little square pink.

2 marks each: 1 for big / little, 1 for shape,  
= 10 marks

*Exercise 2: Tell the children to listen and circle the correct picture according to your instructions. Repeat each instruction twice.*

e.g. Circle the duck.

- A) Circle the rabbit.
- B) Circle the elephant
- C) Circle the pig.
- D) Circle the dog.
- E) Circle the cat.

1 mark each = 5 marks

Exercise 3: *Tell the children to listen and tick the correct picture according to your instructions. Look at the example first. Read each sentence twice.*

e.g. What is he doing? He is hopping.

- A) What is he doing? He is skipping.
- B) What is he doing? He is turning around.
- C) What are they doing? They are dancing.
- D) What is she doing? She is touching the ground.
- E) What are they doing? They are sleeping.

1 mark each = 5 marks

Exercise 4: *Tell the children to listen and put the tick (✓) if the sentence is true according to the picture or a cross (X) if the sentence is false. Look at the example first. Read each sentence twice.*

e.g.1: This is a dog.

e.g.2: This is a cat.

- A) The boy is running with the cat.
- B) This is a girl.
- C) This is a rainbow.
- D) These are two clouds.
- E) These are flowers.

1 mark each = 5 marks

Exercise 5: *Tell the children to listen and answer the questions about the picture. They should answer the questions orally. Ask each question twice.*

e.g. How many cats are there in the picture?

- A) How many ducks are there in the picture?
- B) How many cows are there in the picture?
- C) How many horses are there in the picture?
- D) How many hens are there in the picture?
- E) How many roosters are there in the picture?

Answers:

- A) 7
- B) 4
- C) 3
- D) 9
- E) 6

1 mark each = 5 marks

*Exercise 6: Tell the children to listen and draw a line putting the school objects that you read into the school bag.*

*Repeat each command twice.*

e.g. Put a book into the school bag.

- A) Put a pen into the school bag.
- B) Put a pencil sharpener into the school bag.
- C) Put the glue into the school bag.
- D) Put an eraser into the school bag.
- E) Put a ruler into a school bag.

1 mark each = 5 marks

# LISTENING AND WRITING ASSESSMENTS (an example)



**LISTENING AND WRITING ASSESSMENTS**  
(8-11 yaş grubu)

Your First Name \_\_\_\_\_

Your Surname \_\_\_\_\_

Date \_\_\_\_\_

**GOOD LUCK!**

.....

RESULTS: for examiner's use only

Exercise	1	2	3	4	5	6	7
Maximum Points	5	5	10	5	5	10	10
Result							

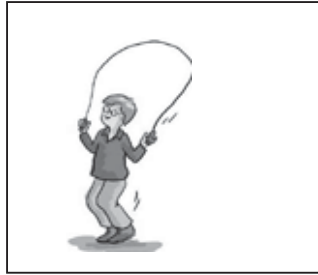
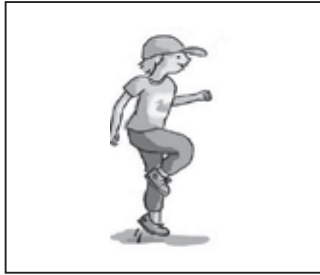
TOTAL = / 50

X 2 for percentage

%

# Listening Test

Exercise 1: Listen and tick.  
e.g.



A)



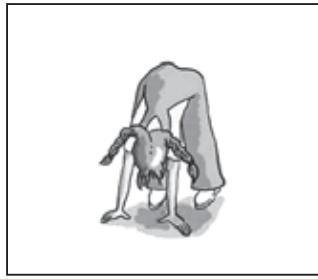
B)



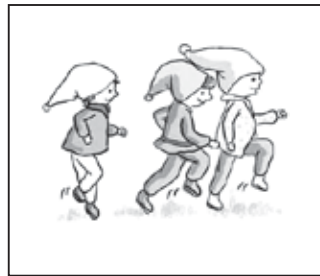
C)



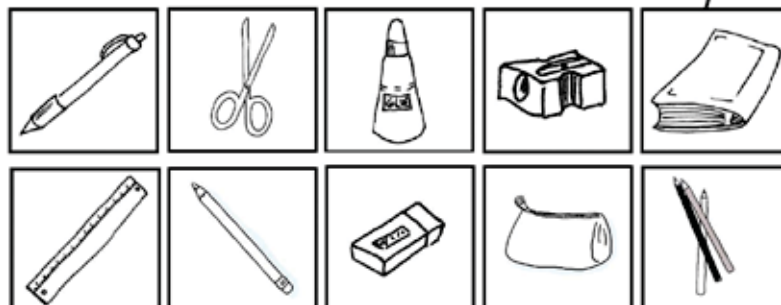
D)



E)



Exercise 2: Listen and draw lines. There is one example.










## Reading and Writing Test

### Exercise 3:

Read the story. Look at the pictures and the example. Write one word answers.


Hi, I am a little cat  . I am  . I have \_\_\_\_\_ (3)

friends; a  , a horse and a  . During the day I


play with my friends and at night I  .


### Exercise 4:


Match the question with the answer. There is one example.


- |  |                     |
|--|---------------------|
| 1. What is this?   | A. I am running.    |
| 2. Who are you?  | B. Five.            |
| 3. What colour is the flower?  | C. I am a Lisa.     |
| 4. What are you doing Lisa?  | D. This is a sheep. |
| 5. How much is one plus four?  | E. He is jumping    |
| 6. What is he doing?  | F. It is pink.      |

Exercise 5: Look and read. Write yes or no.

e.g. 1 This is a dog.  yes


e.g. 2 This is a rabbit.  no

A) The girl is running with the cat.  \_\_\_\_\_

B) This is a rectangle.  \_\_\_\_\_

C) This is a rainbow.  \_\_\_\_\_

D) These are two triangles.  \_\_\_\_\_

E) This is a rooster.  \_\_\_\_\_

Exercise 6: Look at the pictures. Look at the letters. Write the words.

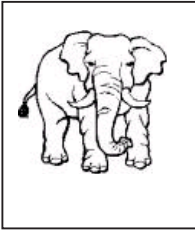
e.g.



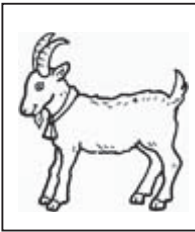
d o n k e y



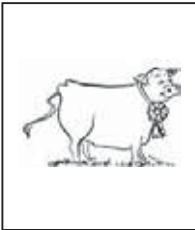
A)



B)

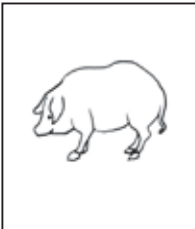


C)



D)

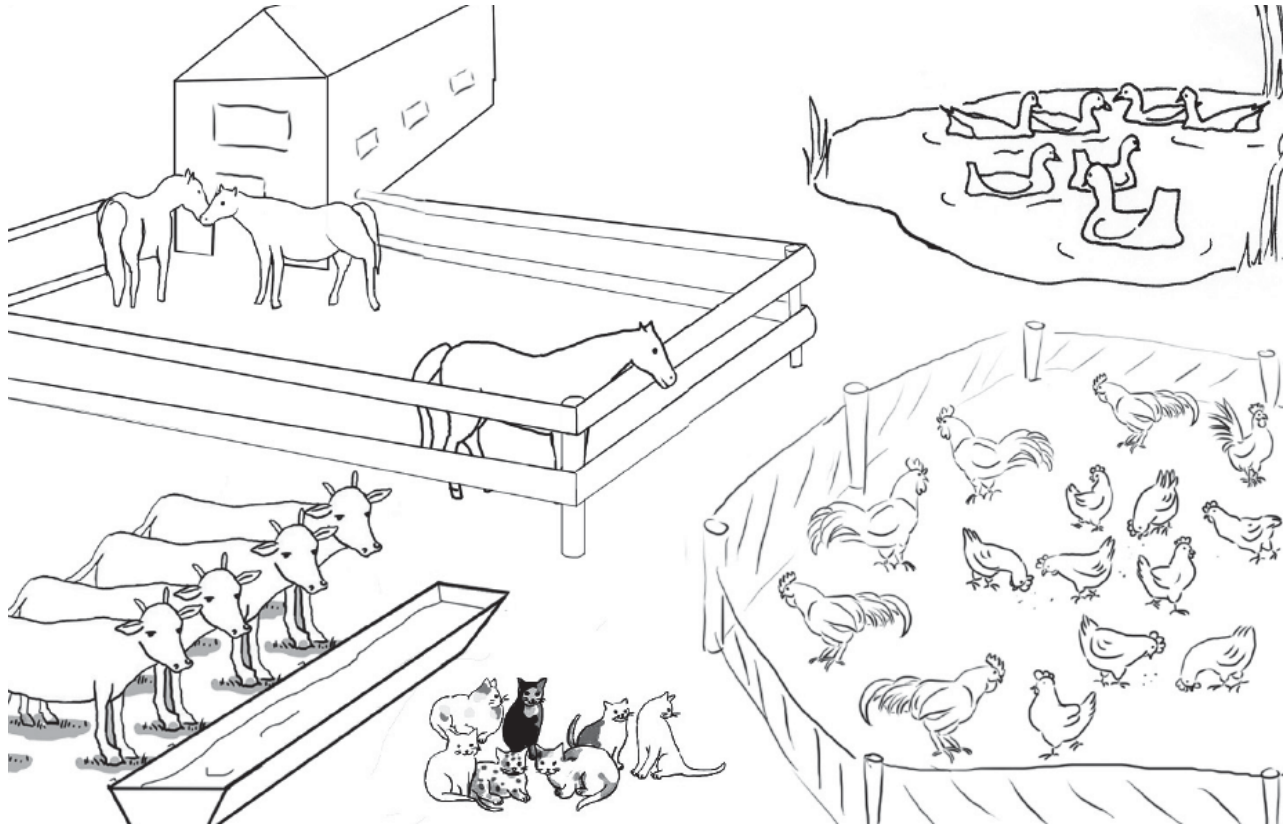
**g**



E)



Exercise 7: Look at the picture and read the questions.  
Write the numbers in words.



e.g. How many cats are there in the picture? seven

A) How many ducks are there in the picture? \_\_\_\_\_

B) How many cows are there in the picture? \_\_\_\_\_

C) How many horses are there in the picture? \_\_\_\_\_

D) How many hens are there in the picture? \_\_\_\_\_

E) How many roosters are there in the picture? \_\_\_\_\_

(8-11 yaş grubu için kullanılabilir sınav değerlendirme örneği) (ek-3b)

Name \_\_\_\_\_

**Exercise 1: Look at the pictures and circle the correct word. Choose from the list of three. There is one example.**



e.g.

This is an orange / pear / **apple**



1- He is a waiter / fireman / soldier.



2- This is winter / summer / autumn.



3- This is a boat / ship / bike.

4. What is the day after Wednesday? It's **Thursday** / Tuesday / Friday.

5. What is the month after July? It's **June** / September / August.

**Exercise 2: Write the opposites of the words below. Choose from the list. There are two words more than you need.**

tidy, cloudy, serious, fine, young, near, sour, sad,

e.g. happy - sad

1. sweet - \_\_\_\_\_

2. old - \_\_\_\_\_

3. far - \_\_\_\_\_

4. sunny - \_\_\_\_\_

5. ill - \_\_\_\_\_

Exercise 3: Write the words below in the plural form, as in the example:

e.g. table - tables, man - men

1. policeman - \_\_\_\_\_

2. tooth - \_\_\_\_\_

3. ship - \_\_\_\_\_

4. mouse - \_\_\_\_\_

5. foot - \_\_\_\_\_

Exercise 4: Complete the sentences with one of the prepositions from the list. Use each preposition only once. There are two prepositions in the list which you do not need to use. There is one example.

next to, on, behind, between, under, in, in front of, over



e.g.

The cat is in the bed.



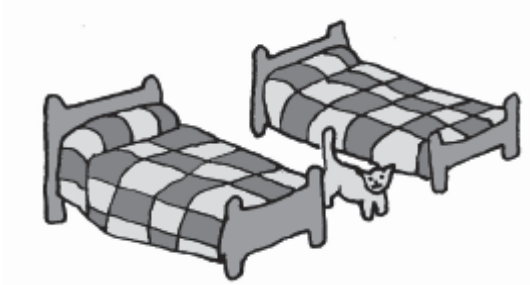
1. The cat is \_\_\_\_\_ the bed.



2. The cat is \_\_\_\_\_ the bed.



3. The cat is \_\_\_\_\_ the bed.



4. The cat is \_\_\_\_\_ the beds.



5. The cat is \_\_\_\_\_ the bed.

Exercise 5: Complete the questions. Circle the correct Wh- word. There is one example.  
e.g. **What** / Why/ **When** are you happy? Because I got a present for my birthday.

1. **Where** / Which / How do you live? I live in London.
2. **Who** / How / **What** is this? It's a banana.
3. **Who** / **When** / How are you? I am Ella.
4. **Why** / **When** / **Where** is your birthday? My birthday is in April.
5. **How** / **Why** / **Which** is the robot happy? Because he sees the honey.

Exercise 6: Look at the pictures. Look at the letters. Write the words.



e.g. \_\_\_\_\_ carrot r, c, t, a r, o

1. **8** \_\_\_\_\_ t, e, h, i, g

2. **13** \_\_\_\_\_ e, h, r, e, i, n, t, t,



3. \_\_\_\_\_ f, g, a, n, r, e, d, a, h, t, r



4. \_\_\_\_\_ c, e, t, r, h, a, e



5. \_\_\_\_\_ f, g, f, a, i, e, r

### Speaking section

Personal questions to be asked to the student:

1. What's your name? Can you spell it?
2. How are you today?
3. How old are you?
4. When are you happy?
5. What's your phone number?
6. Where do you live?
7. Have you got any brothers or sisters?
8. What are you wearing today?
9. What do you wear in winter?
10. Which season of the year do you like and why?