

**MERKEZ YEŞİLOVA ORTAOKULU 2017-2018 EĞİTİM-ÖĞRETİM YILI  
İNGİLİZCE DERSİ 6. SINIFLAR ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI**

**6. SINIF / 6<sup>th</sup> GRADE**

Unit /Theme	Functions &Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p><b>1</b> <b>Life</b> 1<sup>st</sup> Week 18-22 SEPTEMBER 2+1=3 hours  2<sup>nd</sup> Week 25-29 SEPTEMBER 2+1=3 hours  3<sup>rd</sup> Week 02-06 OCTOBER 2+1=3 hours  4<sup>th</sup> Week 09-13 OCTOBER 2+1=3 hours</p>	<p><b>Describing what people do regularly (Making simple inquiries)</b> What do you do at/after school? -I do my homework. -I play football on Wednesdays. -I finish all my homework. -I go to my step dance class. What does s/he do at/after school? -S/he listens to the teacher. -S/he helps her/his mother. -S/he rests after school. <b>Telling the time and dates</b> What time is it? / What is the time? -It' s five p.m. -It' s quarter past five. -It' s ten to nine. -It' s twenty past three. What is the date today? -11 August 2016. Attend, diary, rest, run errands, take a nap, ... care of something, ... courses visit friends, ... my aunt/ uncle. traditional/folk dance</p>	<p><b>Listening</b> <b>E6.1.L1.</b> Students will be able to recognize phrases, words, and expressions related to repeated actions. <b>Spoken Interaction</b> <b>E6.1.SI1.</b> Students will be able to talk about repeated actions. <b>Spoken Production</b> <b>E6.1.SP1.</b> Students will be able to use a series of phrases and simple expressions to express their repeated actions. <b>E6.1.SP2.</b> Students will be able to tell the time and dates. <b>Reading</b> <b>E6.1.R1.</b> Students will be able to read short and simple texts, such as personal narratives about repeated actions.</p>	<p><b>Contexts</b> Advertisements, Cartoons, Charts Conversations, Illustrations Lists, Notices, Picture strip story Postcards, Posters, Songs, Stories Tables, Videos, Websites <b>Tasks/Activities</b> Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information Transfer Labeling Matching Questions and Answers Reordering True/False/No information <b>Assignments</b> · Students prepare a visual dictionary by including new vocabulary items. · Students conduct a survey about their classmates' favorite school/after-school activities and prepare</p>

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<p style="text-align: center;"><b>2</b> <b>Yummy Breakfast</b> 5<sup>th</sup> Week 16-20 OCTOBER 2+1=3 hours 6<sup>th</sup> Week 23-27 OCTOBER 2+1=3 hours <b>29<sup>th</sup> October</b> <b>Atatürk, the founder of Turkish Republic</b> (29 Ekim Cumhuriyet Bayramı)</p> <p>7<sup>th</sup> Week 30- OCTOBER 03-NOVEMBER 2+1=3 hours</p>	<p><b>Accepting and refusing</b> Can I have some cheese? –Sure. –No, it’ s all gone. Do you want some tea? –Yes, please. –No, thanks. I don’ t like tea. –No, thanks. I don’ t want any tea. <b>Describing what people do regularly</b> I eat honey and butter in the mornings. <b>Expressing likes and dislikes</b> Yummy! I love/like muffins! I don’ t like junk food. It’ s my favorite! Enjoy it!</p>	<p><b>Listening</b> <b>E6.2.L1.</b> Students will be able to identify the names of different food in an oral text. <b>Spoken Interaction</b> <b>E6.2.SI1.</b> Students will be able to ask people about their food preferences. <b>Spoken Production</b> <b>E6.2.SP1.</b> Students will be able to express their opinions about the food they like and don’ t like. <b>Reading</b> <b>E6.2.R1.</b> Students will be able to understand short and simple texts about food and preferences. <b>E6.2.R2.</b> Students will be able to understand the label of food products.</p>	<p><b>Contexts</b> Advertisements, Cartoons, Charts Conversations, Illustrations Lists, Notices, Picture strip story Postcards, Posters, Songs, Stories Tables, Videos, Websites</p> <p><b>Tasks/Activities</b> Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labeling Questions and Answers True/False/No information</p> <p><b>Assignments</b> · Students prepare a poster that shows and categorizes different food and drinks for breakfast. · In pairs students act out a role play about the food and drinks they like/don’ t like.</p>
<b>FIRST WRITTEN EXAM</b>			
<p>8<sup>th</sup> Week 06-10 NOVEMBER 2+1=3 hours <b>10<sup>th</sup> November,</b> <b>The anniversary of Atatürk’s passing away</b> (10 Kasım Atatürk’ü Anma Günü ve Atatürk Haftası)</p>	<p>bagel, –s, butter, cereal croissant, –s, egg, –s fruit/orange/apple/... juice jam, junk food muffin, –s pancake, –s sausage, –s nutritious tea/coffee/milk</p>		

## 6. SINIF / 6<sup>th</sup> GRADE

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<p><b>3</b> <b>Downtown</b> 9th Week 13-17 NOVEMBER 2+1=3 hours</p> <p>10th Week 20-24NOVEMBER 2+1=3 hours</p> <p>11th Week 27 NOVEMBER - - 01 DECEMBER 2+1=3 hours</p>	<p><b>Describing places</b> <b>(Making comparisons)</b> Downtown is busier on Mondays. A skyscraper is higher than a school building. Which city is more beautiful? New York or Istanbul?</p> <p>The street is more crowded than the park.</p> <p><b>Describing what people are doing now (Making simple inquiries)</b> What is s/he doing now/at the moment? -S/he is feeding the street cats. -Feeding? -Yes, s/he is. What is s/he doing right now? -S/he' s reading a book right now. Busy, crowded, downtown, feed Hometown, high kiosk, -s, sell, skyscraper, -s street, town, -s, traffic jam.</p>	<p><b>Listening</b> <b>E6.3.L1.</b> Students will be able to identify expressions and phrases related to present events. <b>E6.3.L2.</b> Students will be able to pick up the expressions in a dialogue comparing things.</p> <p><b>Spoken Interaction</b> <b>E6.3.SI1.</b> Students will be able to ask people questions about what they are doing at the moment. <b>E6.3.SI2.</b> Students will be able to ask people to compare things.</p> <p><b>Spoken Production</b> <b>E6.3.SP1.</b> Students will be able to describe people doing different actions. <b>E6.3.SP2.</b> Students will be able to make comparisons between two things.</p> <p><b>Reading</b> <b>E6.3.R1.</b> Students will be able to understand visually supported, short and simple texts.</p>	<p><b>Contexts</b> Brochures, Conversations Illustrations, Maps Magazines, Podcasts Signs, Songs, Stories, Videos Websites</p> <p><b>Tasks/Activities</b> Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Game, Labeling, Matching Question and Answers True/False/No information</p> <p><b>Assignments</b> · Students keep expanding their visual dictionaryby including new vocabulary items. · Students take/draw a picture of their street/neighborhood in the morning and describe what everyone is doing (they can use professions as well). · Students prepare a poster comparing their hometown with another city.</p>

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<p><b>4</b> <b>Weather and Emotions</b> 12th Week 04-08 DECEMBER 2+1=3 hours</p> <p>13th Week 11-15 DECEMBER 2+1=3 hours</p> <p>14th Week 18-22 DECEMBER 2+1=3 hours</p>	<p><b>Describing the weather</b> What' s the weather like? -It' s foggy. -It' s very cold. It is 2 degrees Celsius! -It is stormy. I feel scared. -It' s not snowy in the desert. It is dry.</p> <p><b>Making simple inquiries</b> -I don' t get it. Can you repeat that, please?</p> <p><b>Expressing emotions</b> I feel ..., anxious, moody, sleepy cloudy fabulous freezing hailing lightning stormy windy</p>	<p><b>Listening</b> <b>E6.4.L1.</b> Students will be able to pick up specific information from short oral texts about weather conditions and emotions.</p> <p><b>Spoken Interaction</b> <b>E6.4.SI1.</b> Students will be able to ask people about the weather.</p> <p><b>Spoken Production</b> <b>E6.4.SP1.</b> Students will be able to talk about the weather and their emotions in a simple way.</p> <p><b>Reading</b> <b>E6.4.R1.</b> Students will be able to understand short and simple texts about the weather, weather conditions and emotios.</p>	<p><b>Contexts</b> Brochures, Cartoons Conversations, Illustrations Maps, Magazines, Podcasts Signs, Songs, Stories, Videos Websites</p> <p><b>Tasks/Activities</b> Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information</p> <p><b>Assignments</b> · Students prepare a chart for weather forecast and include visuals in the chart. · Students act out weather conditions by using different emotions in various situations</p>

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<b>5</b> <b>At the Fair</b>	<b>Describing places</b> There are many fun things at the fair.	<b>Listening</b> <b>E6.5.L1.</b> Students will be able to recognize the words related to the expression of emotions.	<b>Contexts</b> Advertisements, Cartoons, Charts Conversations, Illustrations
<b>SECOND WRITTEN EXAM</b>	<b>–Roller coasters are crazy!</b>	<b>Spoken Interaction</b> <b>E6.5.SI1.</b> Students will be able to talk about and express the feelings and personal opinions about places and things.	Lists, Notices, Picture strip story Postcards, Posters, Songs, Stories Tables, Videos, Websites
15th Week 25-29 DECEMBER 2+1=3 hours <b>01 January New Year</b> (1 Ocak 2015 Yılbaşı)	<b>Expressing feelings</b> –I think they are frightening. <b>Expressing likes and dislikes</b> –I agree. I like the roller coaster very much. –I like the train ride. It is fun.	<b>Spoken Production</b> <b>E6.5.SP1.</b> Students will be able to use various simple expressions to state the feelings and personal opinions about places and things.	<b>Tasks/Activities</b> Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who ...
16th Week 01-05 JANUARY 2+1=3 hours	–I hate bumper cars. They are boring.	<b>Reading</b> <b>E6.5.R1.</b> Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things.	Games Information/Opinion Gap
17th Week 08-12 JANUARY 2+1=3 hours	–I think a ghost train is more frightening than the roller coaster.	<b>E6.5.R2.</b> Students will be able to read specific information on a poster about a certain place.	Information Transfer Labeling
18th Week 15- 19 JANUARY 2+1=3 hours	<b>Stating personal opinions</b> What do you think about fairs? –I think they are exciting places. –I disagree. I think they are fun..., amazing, boring, bumper car, –s, carnival, carrousel, –s Crazy, dull, exciting, fantastic ferris Wheel, ghost train, –s horrible, interesting roller coaster, –s, terrifying thrilling		Matching Question and Answers True/False/No information
			<b>Assignments</b> · Students keep expanding their visual dictionary by including new vocabulary items. · In groups, students prepare a poster of a fair and then they talk about their feelings and personal opinions concerning the fair poster.

**6. SINIF / 6<sup>th</sup> GRADE 6. SINIFLAR ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI (2. DÖNEM)**

Unit /Theme	Functions &Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p><b>6 Occupations</b>            19<sup>th</sup> Week 05- 09 FEBRUARY                      2+1=3 hours            20<sup>th</sup> Week 12- 16 FEBRUARY                      2+1=3 hours            21<sup>ST</sup> Week 19- 23 FEBRUARY                      2+1=3 hours            22<sup>nd</sup> Week 26- FEBRUARY                      02 MARCH                      2+1=3 hours</p>	<p><b>Talking about occupations</b>            What does your uncle do?            –He’ s a salesman, but he also Works at a restaurant on Fridays.            What do you do?            –I am a nurse.            Can you build a house?            –No, I can’ t!            What can you do?            –I can make dresses. I can cut and sew fabric.  <b>Asking personal questions</b>            Was s/he in İstanbul last week?            Were you at school yesterday?            When were you born?            Where was s/he born?  <b>Telling the time, days and dates</b>            –S/he was in İstanbul in May.            –I was at school yesterday.            –I was born on 10<sup>th</sup> of February, 2005.            –S/he was born in Malatya in 1990.            architect, –s, cook, –s, dentist, –s, driver, –s, engineer, –s, farmer, –s, hairdresser, –s, lawyer, –s manager, –s, mechanic, –s salesman/saleswoman, waiter, –s/waitress, –es, worker, –s</p>	<p><b>Listening</b>  <b>E6.6.L1.</b> Students will be able to understand familiar words and simple phrases concerning people’ s occupations in clear oral texts.  <b>E6.6.L2.</b> Students will be able to understand the time, days and dates.  <b>Spoken Interaction</b>  <b>E6.6.SI1.</b> Students will be able to talk about occupations.  <b>Spoken Production</b>  <b>E6.6.SP1.</b> Students will be able to ask personal questions.  <b>E6.6.SP2.</b> Students will be able to state the dates.  <b>Reading</b>  <b>E6.6.R1.</b> Students will be able to understand familiar words and simple sentences about occupations and the dates.  <b>Writing</b>  <b>E6.6.W1.</b> Students will be able to produce a piece of writing about occupations and the dates.</p>	<p><b>Contexts</b>            Advertisements, Cartoons, Charts            Conversations, Illustrations            Lists, Notices, Picture strip story            Postcards, Posters, Songs, Stories            Tables, Videos, Websites  <b>Tasks/Activities</b>            Drama (Role Play, Simulation, Pantomime)            Find Someone Who ...            Games            Information/Opinion Gap            Information Transfer            Matching            Labeling            Questions and Answers            Reordering            Storytelling            True/False/No information  <b>Assignments</b>            · Students keep expanding their visual dictionary by including new vocabulary items.            · Students find out the occupations of their family members and write what they do.</p>

## 6. SINIF / 6<sup>th</sup> GRADE

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<p>7 <b>Holidays</b> 23<sup>rd</sup> Week 05- 09 MARCH 2+1=3 hours 24<sup>TH</sup> Week 12- 16 MARCH 2+1=3 hours <b>18<sup>th</sup> March</b> <b>The Remembrance of</b> <b>Çanakkale Martyrs</b> (18 Mart Şehitleri Anma Günü ve Çanakkale Deniz Zaferi) 25<sup>th</sup> Week 19- 23 MARCH 2+1=3 hours</p>	<p><b>Talking about past events (Making simple inquiries)</b> What did you do in your holiday? -I played with my friends, and I learned skiing. -My brother and I climbed trees and picked fruit. I enjoyed it. -We walked in the forest yesterday. What did s/he do in the holiday? -S/he studied English. -S/he visited her/his grandparents last week. forest, -s, flower, -s fruit, lake, -s, mountain, -s pick river, -s sailing seaside sightseeing skiing snowball snowman tree, -s</p>	<p><b>Listening</b> <b>E6.7.L1.</b> Students will be able to spot the activities about holidays in oral texts. <b>Spoken Interaction</b> <b>E6.7.SI1.</b> Students will be able to talk about their holidays. <b>Spoken Production</b> <b>E6.7.SP1.</b> Students will be able to describe past activities and personal experiences. <b>Reading</b> <b>E6.7.R1.</b> Students will be able to understand short, simple sentences and expressions related to past activities. <b>Writing</b> <b>E6.7.W1.</b> Students will be able to write short and simple pieces in various forms about holidays.</p>	<p><b>Contexts</b> Advertisements, Cartoons, Charts Conversations, Illustrations Lists, Notices, Picture strip story Postcards, Posters, Songs, Stories Tables, Videos, Websites</p> <p><b>Tasks/Activities</b> Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Making Puppets Matching, Labeling Questions and Answers Reordering, Storytelling True/False/No information</p>
<b>FIRST WRITTEN EXAM</b>			
<p>26<sup>th</sup> Week 26- 30 MARCH 2+1=3 hours</p>			<p><b>Assignments</b> · Students prepare a postcard and write about what they did on their holiday. · Students prepare a pamphlet showing different places for different holiday activities in their country</p>

## 6. SINIF / 6<sup>th</sup> GRADE

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<p><b>8</b> <b>Book Worms</b></p> <p>27<sup>th</sup> Week 02- 06 APRIL 2+1=3 hours</p> <p>28<sup>th</sup> Week 09- 13 APRIL 2+1=3 hours</p> <p>29<sup>th</sup> Week 16- 20 APRIL 2+1=3 hours</p>	<p><b>Talking about locations of things and people</b> Where is s/he? -S/he is in front of/next to/near/behind/between/under/over I can' t find my book. Can you help me? -Look! It is under the bed.</p> <p><b>Talking about past events</b> What happened in the library yesterday? -I read important books. -I found some interesting information in the magazines. -I looked up/for some dictionaries. author/writer, borrow/lend Bookshelf, dictionary e-book, important information, library look at/for/up magazine newspaper novel poetry story</p>	<p><b>Listening</b> <b>E6.8.L1.</b> Students will be able to listen to the instructions and locate things. <b>E6.8.L2.</b> Students will be able to understand past events in oral texts.</p> <p><b>Spoken Interaction</b> <b>E6.8.SI1.</b> Students will be able to talk about the locations of people and things. <b>E6.8.SI2.</b> Students will be able to talk about past events with definite time.</p> <p><b>Spoken Production</b> <b>E6.8.SP1.</b> Students will be able to describe the locations of people , things, events with definite time.</p> <p><b>Reading</b> <b>E6.8.R1.</b> Students will be able to understand short, simple sentences and expressions about past events with definite time.</p> <p><b>Writing</b> <b>E6.8.W1.</b> Students will be able to write about past events, locations of people and things with definite time.</p>	<p><b>Contexts</b> Brochures, Captions Cartoons, Conversations Illustrations, Magazines Probes/Realia, Podcasts Posters, Songs Stories Videos</p> <p><b>Tasks/Activities</b> Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information</p> <p><b>Assignments</b> · Students keep expanding their visual dictionary by including new vocabulary items.</p>



## 6. SINIF / 6<sup>th</sup> GRADE

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<p><b>9</b> <b>Saving the Planet</b> 30<sup>th</sup> Week 23- 27 APRIL 2+1=3 hours <b>23<sup>rd</sup> April</b> <b>National Sovereignty and Children’s Day</b> (23 Nisan Ulusal Egemenlik ve Çocuk Bayramı)</p> <p>31<sup>ST</sup> Week 30- APRIL 04 - MAY 2+1=3 hours <b>1<sup>st</sup> May International Workers’ Day</b> (1 Mayıs Emek ve Dayanışma Günü)</p> <p>32<sup>nd</sup> Week 07- 11 MAY 2+1=3 hours</p>	<p><b>Giving and responding to simple suggestions</b> What should we do to save our world? –We should save energy. –We can use less water and electricity. –We should recycle the batteries. –We should not harm animals. –Turn off the lights. –Don’ t waste water. –Unplug the TV. air/water/noise pollution cut down damage garbage electrical device, –s harm litter plug (unplug) recycle rubbish reduce save trash waste</p>	<p><b>Listening</b> <b>E6.9.L1.</b> Students will be able to recognize appropriate attitudes to save energy and to protect the environment. <b>E6.9.L2.</b> Students will be able understand suggestions related to the protection of the environment in simple oral texts. <b>Spoken Interaction</b> <b>E6.9.SI1.</b> Students will be able to give each other suggestions about the protection of the environment. <b>Spoken Production</b> <b>E6.9.SP1.</b> Students will be able to talk to people about the protection of the environment. <b>Reading</b> <b>E6.9.R1.</b> Students will be able to understand the texts about the protection of the environment. <b>E6.9.R2.</b> Students will be able to follow short, simple written instructions. <b>Writing</b> <b>E6.9.W1.</b> Students will be able to write simple pieces about the protection of the environment.</p>	<p><b>Contexts</b> Advertisements, Cartoons, Charts Conversations, Illustrations Lists, Notices, Picture strip story Postcards, Posters, Songs, Stories Tables, Videos, Websites <b>Tasks/Activities</b> Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answer Reordering Storytelling True/False/No information <b>Assignments</b> · Students prepare slogans/notes/posters about saving energy at school and hang them on the walls.</p>
<p><b>SECOND WRITTEN EXAM</b></p>			

## 6. SINIF / 6<sup>th</sup> GRADE

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<p><b>10</b> <b>Democracy</b> 33<sup>RD</sup> Week 14- 18 MAY 2+1=3 hours <b>19<sup>th</sup> May</b> <b>Youth and Sports Day</b> (19 Mayıs Atatürk'ü Anma Gençlik ve Spor Bayramı)</p> <p>34<sup>th</sup> Week 21- 25 MAY 2+1=3 hours</p> <p>35<sup>th</sup> Week 28- MAY- 01 JUNE 2+1=3 hours</p> <p>36<sup>th</sup> Week 04- 08 JUNE 2+1=3 hours</p>	<p><b>Talking about stages of a procedure</b> You should ... choose your candidate. talk about your plans/opinions. respect others.write the name of the candidate.fold the paper.put it into the ballot box.</p> <p><b>Making simple inquiries</b> Are you a candidate? Who is your candidate? Do you support Ahmet in the election? Who do you support in the election?</p> <p><b>Talking about past events</b> -We had an election in our school. -We elected our classroom president. -Our classroom president gave us a speech.ballot box, es, campaign, -s candidate, -s, child/human right, election, fair law, make/give a speech, president poll, public, respect, republic vote</p>	<p><b>Listening</b> <b>E6.10.L1.</b> Students will be able to recognize some key features related to the concept of democracy.</p> <p><b>Spoken Interaction</b> <b>E6.10.SI1.</b> Students will be able to talk about the stages of classroom president polls.</p> <p><b>Spoken Production</b> <b>E6.10.SP1.</b> Students will be able to give short descriptions of past and present events. <b>E6.10.SP2.</b> Students will be able to talk about the concept of democracy.</p> <p><b>Reading</b> <b>E6.10.R1.</b> Students will be able to recognize familiar words and simple phrases related to the concept of democracy.</p> <p><b>Writing</b> <b>E6.10.W1.</b> Students will be able to write simple pieces about concepts related to democracy.</p>	<p><b>Contexts</b> Advertisements, Cartoons, Charts Conversations, Illustrations Lists, Notices, Picture strip story Postcards, Posters, Songs, Stories Tables, Videos, Websites</p> <p><b>Tasks/Activities</b> Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Labeling, Matching Question and Answer Reordering, Storytelling True/False/No information</p> <p><b>Assignments</b> · Students complete and reflect on their visual dictionaries. · Students work in groups and create an election campaign poster for classroom presidency</p>

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AYGÜL YILDIZ

OKUL MÜDÜRÜ

VEDAT YILMAZ