**KARKUCAK ORTAOKULU 2020-2021 EĞİTİM-ÖĞRETİM YILI**

**7. SINIFLAR ÜNİTELENDİRİLMİŞ İNGİLİZCE YILLIK DERS PLANI (1. DÖNEM)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 21– 25 September | 1 | 4 | **Describing characters/people**  **(Making simple inquiries)**  -What does your best friend look like?  -S/he is beautiful / handsome, with curly hair and green eyes.  -What is s/he like?  -S/he is slimmer than me and s/he has short and dark hair.  -My cousin is more outgoing than me; s/he has a lot of friends.  **Making simple comparisons**  **(Giving explanations/reasons)**  S/he can play basketball well because s/he is taller than me.  beautiful  cute  easy-going  generous  handsome  honest  headscarf  outgoing  plump  punctual  selfish  slim  smart  stubborn | **Listening**  E7.1.L1. Students will be able to understand clear, standard speech on appearances and personalities.  **Spoken Interaction**  E7.1.SI1. Students will be able to talk about other people’s appearances and personalities.  **Spoken Production**  E7.1.SP1. Students will be able to report on appearances and personalities of other people.  **Reading**  E7.1.R1. Students will be able to understand a simple text about appearances, personalities, and comparisons including explanations and reasons.  **Writing**  E7.1.W1. Students will be able to write simple pieces to compare people. | **1 - Appearance And Personality** | **Contexts**  Blogs  Diaries/Journal Entries  Illustrations / Jokes  Magazines  Plays  Podcasts / Posters  Questionnaires  Stories  Tables  Videos  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  Find Someone Who …  Games  Information/Opinion Gap  Information Transfer  Labeling  Matching  Questions and Answers  Reordering  Storytelling  True/False/No information  **Assignments**  • Students prepare a visual dictionary by including new vocabulary items.  • Students prepare a poster of a famous person they like. They describe his/her appearance and personality. |  |
| 28 September –  2 October | 2 | 4 |
| 5 – 9 October | 3 | 4 |

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**7. SINIFLAR ÜNİTELENDİRİLMİŞ İNGİLİZCE YILLIK DERS PLANI (1. DÖNEM)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 12 – 16 October | 4 | 4 | **Talking about routines and daily**  **activities**  -Do you often go on a diet?  -I never / sometimes /often /usually /always go on a diet.  -How often do you exercise/train?  -Once a month. / Twice a day. /Three times a week.  He usually goes jogging in the park.  **Describing what people do regularly**  **(Giving explanations and reasons)**  I never/sometimes/often/usually/ always wake up early in the mornings.  S/he eats healthy food and runs once/ twice a day because s/he wants to win a medal.  They are never/sometimes/often/ usually/always late to gym.  achieve  beat / draw  equipment  go jogging/swimming/skating/running/…  go on a diet  hit  indoor/outdoor  injury, -ies  lose  medal, -s  score ...  a goal/a point  spectator, -s  success, -es  train | **Listening**  E7.2.L1. Students will be able to recognize frequency adverbs in simple oral texts.  **Spoken Interaction**  E7.2.SI1. Students will be able to ask questions related to the frequency of events.  **Spoken Production**  E7.2.SP1. Students will be able to talk about routines/daily activities by using frequency adverbs and giving explanations and reasons.  **Reading**  E7.2.R1. Students will be able to understand short and simple texts on sports.  **Writing**  E7.2.W1. Students will be able to write pieces about routines/daily activities by using frequency adverbs. | **2 - Sports** | **Contexts**  Biographical Texts / Blogs  Diaries/Journal Entries  E-mails / Illustrations  Jokes / Letters  Magazines / News  Plays / Podcasts  Posters / Probes / Realia  Questionnaires  Reports / Stories  Tables / Videos  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  Find Someone Who …  Games  Guessing  Information/Opinion Gap  Information Transfer  Labeling / Matching  Questions and Answers  Reordering  Storytelling  True/False/No information  **Assignments**  • Students choose a famous sports figure from their own or another country, and they write about his/her routines/daily activities.  **.** | **29th October**  **Republic Day**  (29 Ekim Cumhuriyet Bayramı) |
| 19 – 23  October | 5 | 4 |
| 26 – 30 October | 6 | 4 |

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**7. SINIFLAR ÜNİTELENDİRİLMİŞ İNGİLİZCE YILLIK DERS PLANI (1. DÖNEM)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 2 – 6 November | 7 | 4 | **Talking about past events (Making**  **simple inquiries)**  S/he was a hardworking person.  S/he was alone and s/he had an interesting life.  Why did s/he move to Manchester?  -S/he moved to Manchester to study physics**.**  **Telling the time, days and dates**  S/he was born in London in 1970.  S/he grew up in London and s/ he stayed there until 1988.  alone  award, -s  brilliant  die  get engaged/married  graduate  grow up  move  own  prize, -s  raise children/kids | **Listening**  E7.3.L1. Students will be able to recognize specific information in oral texts dealing with past events and dates.  **Spoken Interaction**  E7.3.SI1. Students will be able to talk about past events with definite time.  **Spoken Production**  E7.3.SP1. Students will be able to describe past events and experiences.  **Reading**  E7.3.R1. Students will be able to spot specific information about names and dates in past events in written texts.  **Writing**  E7.3.W1. Students will be able to write a short and simple report about past events**.** | **3 - Biographies** | **Contexts**  Biographical Texts  Blogs  Diaries/Journal Entries  E-mails / Illustrations  Jokes / Letters  Magazines / News  Reports / Plays  Podcasts / Posters  Questionnaires  Stories / Tables  Videos  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  Find Someone Who …  Games  Guessing  Information/Opinion Gap  Information Transfer  Labeling  Matching  Questions and Answers  Reordering  Storytelling  True/False/No information  **Assignments**  • Students choose a scientist or a historical figure, do research about his/her life and write a short biography about him/her. | **10th November,**  **The anniversary of Atatürk’s passing away**  (10 Kasım Atatürk’ü Anma Günü ve Atatürk Haftası) |
| 9 – 13 November | 8 | 4 |
| 16 – 20 Nov  **ARA TATİL** | | |
| 23 – 27  November | 9 | 4 |

**KARKUCAK ORTAOKULU 2020-2021 EĞİTİM-ÖĞRETİM YILI**

**7. SINIFLAR ÜNİTELENDİRİLMİŞ İNGİLİZCE YILLIK DERS PLANI (1. DÖNEM)**

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| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 30 November – 4 December | 10 | 4 | **Describing the frequency of actions**  Tigers usually hunt during the day.  **Making simple inquiries**  Where do tigers live?  -They live in Asia.  Which animals are now extinct?  **Making simple suggestions**  What should we do to protect wildlife?  —We should protect wild animals.  —We shouldn’t hunt them.  **Talking about past events (Giving**  **explanations/reasons)**  Some animals became extinct because people hunted them for different reasons.  People always harmed wild animals because they were afraid of them.  attack  be afraid of  birds (eagle, falcon, hawk, owl …)  cage, -s / desert, -s  enormous  extinct  habitat, -s  harm  human, -s  hunt  jungle, -s  mammals (dolphin, elephant, giraffe,  lion, shark, tiger …)  poison(ous) / prey  reptiles (alligator, crocodile, lizard,  snake …)  survive | **Listening**  E7.4.L1. Students will be able to understand past  and present events in oral texts.  E7.4.L2. Students will be able to identify the names of wild animals in simple oral texts.  Spoken Interaction  E7.4.SI1. Students will be able to ask people questions about characteristics of wild animals.  **Spoken Production**  E7.4.SP1. Students will be able to make simple suggestions.  E7.4.SP2. Students will be able to report on past and present events.  **Reading**  E7.4.R1. Students will be able to understand  past and present events in simple texts including explanations and reasons.  E7.4.R2. Students will be able to spot the names of wild animals in simple texts.  **Writing**  E7.4.W1. Students will be able to write pieces describing wildlife. | **4 - Wild Animals** | **Contexts**  Blogs  Diaries/Journal Entries  E-mails / Illustrations / Jokes  Magazines / News  Reports  Podcasts / Posters  Questionnaires / Stories  Tables / Videos / Websites  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  Find Someone Who …  Games 7 Guessing  Information/Opinion Gap  Information Transfer  Labeling  Matching  Questions and Answers  Reordering  Storytelling  True/False/No information  **Assignments**  • Students keep expanding their visual dictionary by including new vocabulary items.  • Students choose two wild animals and prepare a poster describing them. Then, students make suggestions to protect wild animals**.** |  |
| 7 – 11 December | 11 | 4 |
| 14 – 18  December | 12 | 4 |
| 21 – 25 December | 13 | 4 |

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**7. SINIFLAR ÜNİTELENDİRİLMİŞ İNGİLİZCE YILLIK DERS PLANI (1. DÖNEM)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 28 December –  1 January | 14 | 4 | **Describing what people do regularly**  I never / sometimes / often / usually / always watch football matches at weekends.  I can’t wait for it.  Expressing preferences  I prefer movies to TV series.  S/he prefers talk shows to reality shows.  My favorite TV program is …  Stating personal opinions  Talk shows are usually amusing, but I think reality shows are pretty boring.  **Talking about past events**  Did you watch the wild life documentary last night?  -I watched it last night, and it was fantastic.  appear  channel, -s  commercial, -s  director, -s  discussion, -s  documentary, -ies  news / quiz show, -s  reality show, -s  recommend  remote control, -s  series / sitcom, -s  soap opera, -s  talk show, -s | **Listening**  E7.5.L1. Students will be able to understand simple oral texts about daily routines and preferences.  **Spoken Interaction**  E7.5.SI1. Students will be able to ask questions about preferences of other people.  E7.5.SI2. Students will be able to talk about past events and personal experiences.  **Spoken Production**  E7.5.SP1. Students will be able to state their preferences.  E7.5.SP2. Students will be able to describe past events in a simple way.  **Reading**  E7.5.R1. Students will be able to understand simple texts about daily routines and preferences.  E7.5.R2. Students will be able to understand simple texts about past events.  **Writing**  E7.5.W1. Students will be able to write pieces about daily routines and preferences. | **5 - Television** | **Contexts**  Advertisements / Blogs  Diaries/Journal Entries  E-mails / Illustrations  Magazines / News  Reports / Podcasts  Posters  Questionnaires  Stories / Tables  Videos / Websites  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  Find Someone Who …  Games / Guessing  Information/Opinion Gap  Information Transfer  Labeling  Matching  Questions and Answers  Reordering / Storytelling  True/False/No information  **Assignments**  • Students choose two types of TV programs that they frequently watch and prepare a poster giving information about the programs. |  |
| 3 – 8 January | 15 | 4 |
| 10 – 15  January | 16 | 4 |
| 17 – 22 January | 17 | 4 |
| 25 – 29 Jan  1 – 5 Feb | | | **YARIYIL TATİLİ** | | | | |

**KARKUCAK ORTAOKULU 2020-2021 EĞİTİM-ÖĞRETİM YILI**

**7. SINIFLAR ÜNİTELENDİRİLMİŞ İNGİLİZCE YILLIK DERS PLANI (2. DÖNEM)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 8 – 12 February | 18 | 4 | **Making simple suggestions**  **(Accepting and refusing)**  Would you like some cake?  -Yes, please. Just a little.  I’ll get a sandwich. Would you like one?  -No, thanks. I am full.  **Making arrangements and**  **sequencing the actions**  It is easy to organize a birthday party.  First, you should prepare a guest list.  Then, you should decorate your place.  Finally, you should prepare lots of food.  Expressing needs and quantity  We need some/a lot of balloons. I have a lot of/many/one or two/some presents.  arrange  attend  beverage, -s  decorate  fancy  guest, -s  host, -s  invitation card/message  invite  organize  refuse  wrap | **Listening**  E7.6.L1. Students will be able to recognize utterances related to suggestions, needs and quantity of things.  **Spoken Interaction**  E7.6.SI1. Students will be able to talk about arrangements and sequences of actions.  **Spoken Production**  E7.6.SP1. Students will be able to make suggestions.  E7.6.SP2. Students will be able to express needs and quantity.  **Reading**  E7.6.R1. Students will be able to understand texts about celebrations.  **Writing**  E7.6.W1. Students will be able to write invitation cards. | **6 - Celebrations** | **Contexts**  Advertisements / Blogs  Diaries/Journal Entries  E-mails / Illustrations  Lists / Magazines  News / Reports  Notes and Messages  Podcasts / Posters  Questionnaires  Stories / Tables  Videos / Websites  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  Find Someone Who …  Games / Guessing  Information/Opinion Gap  Information Transfer  Labeling / Matching  Questions and Answers  Reordering  Storytelling  True/False/No information  Assignments  • Students keep expanding their visual dictionary by including new vocabulary items.  • Students organize a birthday party. They prepare a list for needs, guests and food. They also prepare an invitation card. |  |
| 15 – 19 February | 19 | 4 |
| 22 – 26  February | 20 | 4 |

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|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 1 – 5 March | 21 | 4 | **Making predictions**  -Will they be the champion?  -I hope so.  Do you think so?  -I hope so. / I hope not.  -What is your dream for the future?  -I will definitely go to university, but  I may not live in a big city. I may get married.  The world will be a more peaceful place.  The Internet will become more popular.  believe  career  dream  excellent  guess  imagine  make a guess  peaceful  predict  probably  receive  trick, -s | **Listening**  E7.7.L1. Students will be able to understand utterances about predictions and future events in simple oral texts.  **Spoken Interaction**  E7.7.SI1. Students will be able to talk about simple predictions.  **Spoken Production**  E7.7.SP1. Students will be able to report on simple predictions.  **Reading**  E7.7.R1. Students will be able to understand short and simple texts about predictions.  **Writing**  E7.7.W1. Students will be able to write pieces about predictions and future events**.** | **7 - Dreams** | **Contexts**  Blogs  Diaries / Journal Entries  E-mails / Illustrations  Lists / Magazines  News / Reports  Notes and Messages  Podcasts / Posters  Questionnaires  Songs / Stories  Tables / Videos  Websites  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  Find Someone Who …  Games / Guessing  Information/Opinion Gap  Information Transfer  Labeling / Matching  Questions and Answers  Reordering / Storytelling  True/False/No information  **Assignments**  • Students write a simple letter about their dreams and expectations from the future.  • Students keep expanding their visual dictionary by including new vocabulary items. | **18th March The Remembrance of Çanakkale Martyrs** (18 Mart Şehitleri Anma Günü ve Çanakkale Zaferi) |
| 8 – 12 March | 22 | 4 |
| 15 – 19  March | 23 | 4 |
| 22 – 26 March | 24 | 4 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 29 March –  2 April | 25 | 4 | **Giving explanations/reasons**  You should play in the new park to make friends.  S/he can go to shopping malls to buy anything.  You may go to the police station to report the burglary.  I usually visit the hospital to see my doctor.  S/he went to the cinema to watch a documentary about wild life.  They went to the bookshop to buy a sports magazine.  amusement park, -s  art gallery, -ies  bakery, -ies  chemist’s  city hall  coffee shop, -s  department store, -s  fire station  game/music store, -s  governorship  grocery, -ies  movie theater, -s  municipal office  municipality, -ies  police station  shopping mall, -s | **Listening**  E7.8.L1. Students will be able to recognize the names of the public buildings.  E7.8.L2. Students will be able to understand explanations with reasons.  **Spoken Interaction**  E7.8.SI1. Students will be able to give explanations with reasons.  **Spoken Production**  E7.8.SP1. Students will be able to report on explanations with reasons.  **Reading**  E7.8.R1. Students will be able to understand simple expressions and recognize familiar words about explanations with reasons.  **Writing**  E7.8.W1. Students will be able to write pieces about explanations with reasons. | **8 - Public Buildings** | **Contexts**  Blogs  Diaries/Journal Entries  E-mails / Illustrations  Lists / Magazines  Maps / News  Reports  Notes and Messages  Podcasts / Posters  Questionnaires  Songs / Stories  Videos / Websites  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  Find Someone Who …  Games / Guessing  Information/Opinion Gap  Information Transfer  Labeling / Matching  Questions and Answers  Reordering / Storytelling  True/False/No information  **Assignments**  • Students prepare a map of their neighborhood, including public buildings, and write why they go to each of these places. | **23rd April National Sovereignty and Children’s Day**  (23 Nisan Ulusal Egemenlik ve Çocuk Bayramı) |
| 4 – 9 April | 26 | 4 |
| 11 – 15 April  **ARA TATİL** | | |
| 18 – 23  April | 27 | 4 |
| 25 – 30 April | 28 | 4 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 3 – 7 May | 29 | 4 | **Describing simple processes**  First, get the seeds. Then, plant and water them.  Expressing obligation  What should we do for our environment?  -We have to start using public transportation.  -Stop polluting the rivers. We must stop destroying forests.  Giving explanations/reasons  Rain forests are important because they are necessary for oxygen.  We should protect wild animals because they are important for the balance of the nature.  balance / climate, -s  eco-friendly / efficient  global warming  green house effect  increase  nature  protect  pollute/pollution  recycle  renewable / responsible  solar/wind energy  take action  temperature  threaten  waste | **Listening**  E7.9.L1. Students will be able to understand  phrases and the highest frequency vocabulary about environment.  E7.9.L2. Students will be able to follow how a simple process is described in clear oral texts.  **Spoken Interaction**  E7.9.SI1. Students will be able to talk about obligations.  E7.9.SI2. Students will be able to give simple instructions for a specific process.  **Spoken Production**  E7.9.SP1. Students will be able to give a simple description or presentation of a process.  **Reading**  E7.9.R1. Students will be able to identify specific information in various texts about environment.  **Writing**  E7.9.W1. Students will be able to write short, simple messages about environment.  E7.9.W2. Students will be able to write short description of a process. | **9 - Environment** | **Contexts**  Advertisement / Blogs  Diaries/Journal Entries  E-mails / Illustrations  Lists / Magazines  Maps / News  Reports  Notes and Messages  Podcasts / Posters  Questionnaires  Songs / Stories  Videos / Websites  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  Games  Guessing  Information/Opinion Gap  Information Transfer  Labeling / Matching  Questions and Answers  Reordering  Storytelling  True/False/No information  **Assignments**  • Students prepare a poster showing the ways of protecting our environment. | **19th May Youth and Sports Day**  (19 Mayıs Atatürk’ü Anma Gençlik ve SporBayramı) |
| 10 – 14 May | 30 | 4 |
| 17 – 21  May | 31 | 4 |
| 24 – 28 May | 32 | 4 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| 31 May –  4 June | 33 | 4 | **Making simple comparisons**  -Jupiter is larger than Saturn.  -Uranus is cooler than Saturn.  Talking about past events  When did scientists discover Pluto?  In 2003, the Mars Exploration Mission began. They discovered evidence of water.  Making simple inquiries  Is there any water on the surface of Mars?  Is there life in other planets? What do you know about our solar system?  What do you know about planets?  atmosphere  evidence / explore  galaxy / gravity  meteor / moon, -s  observe / orbit  planet, -s / proof  rescue  satellite, -s / shower, -s  solar system, -s  space shuttle, -s / surface, -**s** | **Listening**  E7.10.L1. Students will be able to identify the discussion topic about popular science in simple oral texts.  **Spoken Interaction**  E7.10.SI1. Students will be able to make simple comparisons.  E7.10.SI2. Students will be able to talk about past events.  **Spoken Production**  E7.10.SP1. Students will be able to report on general truths in various ways**.**  **Reading**  E7.10.R1. Students will be able to identify  specific information in various texts about facts and general truths.  E7.10.R2. Students will be able to identify specific information about past events.  **Writing**  E7.10.W1. Students will be able to write short and basic descriptions of facts and general truths. | **10 - Planets** | **Contexts**  Blogs / Charts  Diaries/Journal Entries  E-mails / Illustrations  Lists / Magazines  Maps / News / Reports  Notes and Messages  Podcasts / Posters  Questionnaires  Songs / Stories  Tables / Videos / Websites  Tasks/Activities  Drama (Role Play,Simulation, Pantomime)  Find Someone Who …  Games / Guessing  Information/Opinion Gap  Information Transfer  Labeling / Matching  Questions and Answers  Reordering / Storytelling  True/False/No information  **Assignments**  • Students complete and reflect on their visual dictionaries.  • Students prepare a poster about our solar system and give information about the planets. |  |
| 7 – 11 June | 34 | 4 |
| 14 – 18  June | 35 | 4 |

Ali AKDERE

İngilizce Öğretmeni Uygundur

28.08.2020

Dursun GÜRGENCİ  
 Okul Müdürü