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| **UNIT -1 APPEARANCE AND PERSONALITY** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **1. Week 06 –10 September 4 Hours**  **2. Week 13 -17 September 4 Hours**  **3.Week 20-24 September  3 Hours**  **4. Week 27 Sep.-01 Oct. 4 Hours** | **Describing characters/people**  **(Making simple inquiries)**  What does your best friend look like?  S/he is attractive, 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. | **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 apperances and personalities of other people.  **Reading**  **E7.1.R1.** Students will be able to understand a simple text about appearances and personalities,  and make simple comparisons.  **Writing**  **E7.1.W1.** Students will be able to write simple pieces to compare people. | **Contexts**  Blogs, Diaries/Journal Entries  Illustrations, Jokes, Magazines  Plays, Podcasts, Posters  Questionnaires, Stories, Tables  Videos  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  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. |

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| **Unit -2 SPORTS** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **5. Week**  **04-08 October 4 Hours**  **6. Week**  **11-15 October**  **4 Hours**    **7.Week**  **18-22 October**  **4 Hours** | **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)**  Inever/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. | **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.  **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. | **Contexts**  Biographical Texts, Blogs  Diaries/Journal Entries  E-mails, Illustrations, Jokes  Letters, Magazines, News, Plays  Podcasts, Posters  Probes/Realia, Questionnaires  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime)  Find Someone Who…  Games  Guessing  Information/Opinion Gap  Information Transfer  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 |

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| **Unit -3 BIOGRAPHIES** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **8. Week**  **25-29 October**  **4 Hours**    *29th October*  *Atatürk, the founder of Turkish Republic*    **9.Week**  **01-05 November**  **4 Hours**  **10. Week 08-12 November**  **4 Hours**  *10th November,*  *The anniversary of Atatürk’s passing away*  *First Exams*  *15-19 November*  *FIRST BREAK* | **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**  She/he was born in London in 1970.  She/he grew up in London and s/ he  stayed there until 1988. | **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. | **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 scientist or a historical figure, do research about his/her life and write a short biography about him/her. |

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| **Unit -4 WİLD ANIMALS** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **11.Week 22-26 November  4 Hours**  *November 24th*  *Teachers’ Day*  **12. Week 29 Nov.-03 DEC. 4 Hours**  **13. Week**  **06-10 December**  **4 Hours**  **14 Week 13-17 December**  **4 Hours** | **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. | **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 pastand present events.  **Reading**  E7.4.R1. Students will be able to understand past and present events in simple texts.  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. | **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  Guessing  Information/Opinion Gap  Information Transfer  Labeling  Matching  Questions and Answers  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. |

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| **Unit -5 TELEVISIONS** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **15.Week**  **20-24 December  4 Hours**  **16.Week**  **27-31 December**  **4 Hours**  **17.Week**  **03-07 January**  **4 Hours**  **18.Week**  **10-14 January**  *Second Exams*  **19.Week**  **17-21 January**  **4 Hours**  *24 Jan-04 Feb*  *SECOND BREAK* | **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. | **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. | **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  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 |

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| **Unit -6 CELEBRATIONS** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **20.Week**  **07-11 February**  **4 Hours**  **21.Week**  **14-18 February**  **4 Hours**  **22.Week**  **21-25 February**  **4 Hours**  **23.Week**  **28 Feb-04 Mar.**  **4 Hours** | **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 great 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. | **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. | **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  **Assignments**  • Students keep expanding their visual dictionary by including new vocabulary items.  • Students organize a surprise party. They prepare a list for needs, guests and food. They also prepare an invitation card. |

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| **Unit 7 - DREAMS** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **24.Week**  **07-11 March**  **4 Hours**  **25.Week**  **14-18 March**  **4 Hours**  *18th March*  *The Remembrance of Çanakkale Martyrs*  **26.Week**  **21-25 March**  **4 Hours** | **Making predictions**  Will I be successful in my career?  —Yes, you will. Definitely! Also, You will be very happy in your relationship.  Do you think so?  —I hope so./I hope not.  —You will make good friends. 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. | **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 | **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  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. |

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| **Unit -8 PUBLIC BUILDINGS** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **27.Week**  **28 Mar.-01 Apr**  **4 Hours**  *First Exams*  **28.Week**  **04-08 April**  **4 Hours**    *23rd April*  *National Sovereignty and Children’s Day*    *11-15 April*  *THIRD BREAK* | **Giving explanations/reasons**  You should play in the new park to make friends.  \* 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.  \*he went to the cinema to watch a documentary about wild life.  \*They went to the bookshop to buy a sports magazine. | **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. | **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,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. |

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| **Unit -9 ENVIRONMENT** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **29.Week**  **18-22 April**  **4 Hours**  **30.Week**  **25-29 April**  **4 Hours**  **31.Week**  **02-06 May**  **4 Hours**  **32.Week**  **09-13 May**  **4 Hours** | **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. | **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 | **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)  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. |

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| **Unit 10 PLANETS** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **33.Week**  **16-20 May**  **4 Hours**  *19th May*  *Youth and Sports Day*  **34.Week**  **23 -27 May**  **4 Hours**  **35.Week**  **30 May – 03 June**  **4 Hours**  **36.Week**  **06-10 June**  **3 Hours**  *Second Exams*    **37.Week**  **13-17 June**  **4 Hours** | **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? | **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.  **Revision of the Academic Year ( optional 2-4 hours)** | **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, 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. |

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