|  |
| --- |
| **UNIT -1 APPEARANCE AND PERSONALITY** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
|
| **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 EntriesIllustrations, Jokes, MagazinesPlays, Podcasts, PostersQuestionnaires, Stories, TablesVideos**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Information/Opinion GapInformation TransferLabeling, MatchingQuestions and AnswersReordering, StorytellingTrue/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. |

|  |
| --- |
| **Unit -2 SPORTS** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
|
|  **5. Week** **04-08 October4 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./Threetimes 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, BlogsDiaries/Journal EntriesE-mails, Illustrations, JokesLetters, Magazines, News, PlaysPodcasts, PostersProbes/Realia, Questionnaires**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who…GamesGuessingInformation/Opinion GapInformation TransferQuestions and AnswersReorderingStorytellingTrue/False/No information**Assignments**• Students choose a famous sports figure fromtheir own or another country, and they write about his/her routines/daily activities |

|  |
| --- |
| **Unit -3 BIOGRAPHIES** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
|
| **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 aninteresting 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/ hestayed 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, BlogsDiaries/Journal EntriesE-mails, Illustrations, JokesLetters, Magazines, News, PlaysPodcasts, PostersProbes/Realia, QuestionnairesReports, Stories, Tables, Videos**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who…GamesGuessingInformation/Opinion GapInformation TransferLabelingMatchingQuestions and AnswersReorderingStorytellingTrue/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. |

|  |
| --- |
| **Unit -4 WİLD ANIMALS** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
|
| **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 animalsbecause 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 EntriesIllustrations, Jokes, MagazinesPlays, Podcasts, PostersQuestionnaires, Stories, TablesVideos**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who…GamesGuessingInformation/Opinion GapInformation TransferLabelingMatchingQuestions and AnswersTrue/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. |

|  |
| --- |
| **Unit -5 TELEVISIONS** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
|
|  **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/alwayswatch 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 andpreferences.**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, BlogsDiaries/Journal EntriesE-mails, IllustrationsMagazines, News, Reports, PodcastsPosters, QuestionnairesStories, Tables, Videos, Websites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who…GamesGuessingInformation/Opinion GapInformation TransferLabelingMatchingQuestions and AnswersStorytellingTrue/False/No information**Assignments**• Students choose two types of TV programs that they frequently watch and prepare a poster giving information about the programs |

|  |
| --- |
| **Unit -6 CELEBRATIONS** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
|
| **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, BlogsDiaries/Journal EntriesE-mails, IllustrationsMagazines, News, Reports, PodcastsPosters, QuestionnairesStories, Tables, Videos, Websites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who…GamesGuessingInformation/Opinion GapInformation TransferLabeling, MatchingQuestions 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. |

|  |
| --- |
| **Unit 7 - DREAMS** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
|
| **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, butI 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 EntriesIllustrations, Jokes, MagazinesPlays, Podcasts, PostersQuestionnaires, Stories, TablesVideos**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who…GamesGuessingInformation/Opinion GapInformation TransferLabelingMatchingQuestions and AnswersReorderingStorytellingTrue/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. |

|  |
| --- |
| **Unit -8 PUBLIC BUILDINGS** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
|
|  **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 EntriesIllustrations, Jokes, MagazinesPlays, Podcasts, PostersQuestionnaires, Stories, TablesVideos**Tasks/Activities**Drama (Role Play, Simulation, Pantomime), Find Someone Who…Games,GuessingInformation/Opinion GapInformation Transfer, LabelingMatching,Questions and AnswersReorderingStorytellingTrue/False/No information**Assignments**• Students prepare a map of their neighborhood,including public buildings, and write why they go to each of these places. |

|  |
| --- |
| **Unit -9 ENVIRONMENT** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
|
| **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 obligationWhat should we do for ourenvironment?—We have to start using publictransportation.—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, BlogsDiaries/Journal EntriesE-mails, IllustrationsMagazines, News, Reports, PodcastsPosters, QuestionnairesStories, Tables, Videos, Websites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)GamesGuessingInformation/Opinion GapInformation TransferLabelingMatchingQuestions and AnswersReorderingStorytellingTrue/False/No information**Assignments**• Students prepare a poster showing the ways of protecting our environment. |

|  |
| --- |
|  **Unit 10 PLANETS** |
|  **Date / Hours** | **Functions &Useful Language**  | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
|
|  **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 EntriesIllustrations, Jokes, MagazinesPlays, Podcasts, PostersQuestionnaires, Stories, TablesVideos**Tasks/Activities**Drama (Role Play, Simulation, Pantomime),Find Someone Who…Games, Guessing Information/Opinion Gap, Information TransferLabeling, Matching Questions and Answers, Reordering, StorytellingTrue/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. |

 ……………………… …………………..

 İngilizce Öğretmeni Okul Müdürü

 …../…/202..