

**MERKEZ YEŞİLOVA ORTAOKULU 2017-2018 EĞİTİM-ÖĞRETİM YILI
İNGİLİZCE DERSİ 7. SINIFLAR ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI**

7. SINIF / 7th GRADE

Unit /Theme	Functions &Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>1 Appearance And Personality 1st Week 18-22 SEPTEMBER 2+2=4 hours</p> <p>2nd Week 25-29 SEPTEMBER 2+2=4 hours</p> <p>3rd Week 02-06 OCTOBER 2+2=4 hours</p> <p>4th Week 09-13 OCTOBER 2+2=4 hours</p>	<p>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. Attractive, beautiful, cute Easygoing, generous Handsome, honest, outgoing Plump, punctual Selfish, slim, smart, stubborn etc.</p>	<p>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.</p>	<p>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.</p>

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<p>2 Sports</p> <p>5th Week 16-20 OCTOBER 2+2=4 hours</p> <p>6th Week 23-27 OCTOBER 2+2=4 hours 29th October Atatürk, the founder of Turkish Republic (29 Ekim Cumhuriyet Bayramı)</p> <p>7th Week 30- OCTOBER 03-NOVEMBER 2+2=4 hours</p>	<p>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.</p> <p>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</p>	<p>Listening E7.2.L1. Students will be able to recognize frequency adverbs in simple oral texts.</p> <p>Spoken Interaction E7.2.SI1. Students will be able to ask questions related to the frequency of events.</p> <p>Spoken Production E7.2.SP1. Students will be able to talk about routines/daily activities by using frequency adverbs.</p> <p>Reading E7.2.R1. Students will be able to understand short and simple texts on sports.</p> <p>Writing E7.2.W1. Students will be able to write pieces about routines/daily activities by using frequency adverbs.</p>	<p>Contexts Biographical Texts, Blogs Diaries/Journal Entries E-mails, Illustrations, Jokes Letters, Magazines, News, Plays Podcasts, Posters Probes/Realia, Questionnaires Reports, Stories, Tables, Videos</p> <p>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</p> <p>Assignments · Students choose a famous sports figure from their own or another country, and they write about his/her routines/daily activities.</p>
FIRST WRITTEN EXAM			
<p>8th Week 06-10 NOVEMBER 2+2=4 hours 10th November, The anniversary of Atatürk’s passing away (10 Kasım Atatürk’ü Anma Günü ve Atatürk Haftası)</p>			

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<p>3 Biographies 9th Week 13-17 NOVEMBER 2+2=4 hours</p> <p>10th Week 20-24NOVEMBER 2+2=4 hours</p> <p>11th Week 27 NOVEMBER - - 01 DECEMBER 2+2=4 hours</p>	<p>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.</p> <p>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</p>	<p>Listening E7.3.L1. Students will be able to recognize specific information in oral texts dealing with past events and dates.</p> <p>Spoken Interaction E7.3.SI1. Students will be able to talk about past events with definite time.</p> <p>Spoken Production E7.3.SP1. Students will be able to describe past events and experiences.</p> <p>Reading E7.3.R1. Students will be able to spot specific information about names and dates in past events in written texts.</p>	<p>Contexts Biographical Texts, Blogs Diaries/Journal Entries E-mails, Illustrations, Jokes Letters, Magazines, News, Plays Podcasts, Posters Probes/Realia, Questionnaires Reports, Stories, Tables, Videos</p> <p>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</p>
<p><i>SECOND WRITTEN EXAM</i></p>	<p>get engaged/married graduate grow up move own prize, -s raise children/kids</p>	<p>Writing E7.3.W1. Students will be able to write a short and simple report about past events.</p>	<p>Assignments · Students choose a scientist or a historical figure, do research about his/her life and write a short biography about him/her.</p>

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<p>4 Wild Animals 12th Week 04-08 DECEMBER 2+2=4 hours</p> <p>13th Week 11-15 DECEMBER 2+2=4 hours</p> <p>14th Week 18-22 DECEMBER 2+2=4 hours</p>	<p>Describing the frequency of actions Tigers usually hunt during the day.</p> <p>Making simple inquiries Where do tigers live? -They live in Asia.</p> <p>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.</p> <p>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</p>	<p>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.</p> <p>Spoken Interaction E7.4.SI1. Students will be able to ask people questions about characteristics of wild animals.</p> <p>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.</p> <p>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.</p> <p>Writing E7.4.W1. Students will be able to write pieces describing wildlife.</p>	<p>Contexts Blogs, Diaries/Journal Entries Illustrations, Jokes, Magazines Plays, Podcasts, Posters Questionnaires, Stories, Tables Videos</p> <p>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</p> <p>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.</p>

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<p>5 Television</p> <p>15th Week 25-29 DECEMBER 2+2=4 hours</p> <p>01 January New Year (1 Ocak 2015 Yılbaşı)</p> <p>16th Week 01-05 JANUARY 2+2=4 hours</p>	<p>Describing what people do regularly I never/sometimes/often/usually/always watch football matches at weekends. I can' t wait for it.</p> <p>Expressing preferences I prefer movies to TV series. S/he prefers talk shows to reality shows. My favorite TV program is ...</p> <p>Stating personal opinions Talk shows are usually amusing, but I think reality shows are pretty boring.</p>	<p>Listening E7.5.L1. Students will be able to understand simple oral texts about daily routines and preferences.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Writing E7.5.W1. Students will be able to write pieces about daily routines and preferences.</p>	<p>Contexts Advertisements,Blogs Diaries/Journal Entries E-mails,Illustrations Magazines, News, Reports, Podcasts Posters, Questionnaires Stories, Tables, Videos, Websites</p> <p>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</p>
THIRD WRITTEN EXAM			
<p>17th Week 08-12 JANUARY 2+2=4 hours</p> <p>18th Week 15- 19 JANUARY 2+2=4 hours</p>	<p>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</p>		<p>Assignments · Students choose two types of TV programs that they frequently watch and prepare a poster giving information about the programs</p>

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

Unit /Theme	Functions &Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>6 Celebrations 19th Week 05- 09 FEBRUARY 2+2=4 hours 20th Week 12- 16 FEBRUARY 2+2=4 hours 21ST Week 19- 23 FEBRUARY 2+2=4 hours 22nd Week 26- FEBRUARY 02 MARCH 2+2=4 hours</p>	<p>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 havea 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</p>	<p>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.</p>	<p>Contexts Advertisements, Blogs Diaries/Journal Entries E-mails, Illustrations Magazines, News, Reports, Podcasts Posters, Questionnaires Stories, Tables, Videos, Websites</p> <p>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</p> <p>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.</p>

7. SINIF / 7th GRADE

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<p>7 Dreams</p> <p>23rd Week 05- 09 MARCH 2+2=4 hours</p> <p>24TH Week 12- 16 MARCH 2+2=4 hours 18th March The Remembrance of Çanakkale Martyrs (18 Mart Şehitleri Anma Günü ve Çanakkale Deniz Zaferi)</p> <p>25th Week 19- 23 MARCH 2+2=4 hours</p> <p>26th Week 26- 30 MARCH 2+2=4 hours</p>	<p>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. Believe, career, dream, excellent Guess, imagine lucky number/cloth/color/... make a guess, peaceful, predict probably, receive, tell a lie trick, -s</p>	<p>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.</p>	<p>Contexts Blogs, Diaries/Journal Entries Illustrations, Jokes, Magazines Plays, Podcasts, Posters Questionnaires, Stories, Tables Videos</p> <p>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</p>
<i>FIRST WRITTEN EXAM</i>			
			<p>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.</p>

7. SINIF / 7th GRADE

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<p>8 Public Buildings 27th Week 02- 06 APRIL 2+2=4 hours</p> <p>28th Week 09- 13 APRIL 2+2=4 hours</p> <p>29th Week 16- 20 APRIL 2+2=4 hours</p>	<p>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</p>	<p>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.</p>	<p>Contexts Blogs, Diaries/Journal Entries Illustrations, Jokes, Magazines Plays, Podcasts, Posters Questionnaires, Stories, Tables Videos</p> <p>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</p> <p>Assignments · Students prepare a map of their neighborhood, including public buildings, and write why they go to each of these places.</p>

7. SINIF / 7th GRADE

Unit /Theme	Functions &Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>9 Environment 30th Week 23- 27 APRIL 2+2=4 hours 23rd April National Sovereignty and Children’s Day (23 Nisan Ulusal Egemenlik ve Çocuk Bayramı)</p>	<p>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.</p>	<p>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.</p>	<p>Contexts Advertisements, Blogs Diaries/Journal Entries E-mails, Illustrations Magazines, News, Reports, Podcasts Posters, Questionnaires Stories, Tables, Videos, Websites</p>
SECOND WRITTEN EXAM			
<p>31ST Week 30- APRIL 04 - MAY 2+2=4 hours 1st May International Workers’ Day (1 Mayıs Emek ve Dayanışma Günü)</p> <p>32nd Week 07- 11 MAY 2+2=4 hours</p>	<p>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</p>	<p>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</p>	<p>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.</p>

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10 Planets 33 RD Week 14- 18 MAY 2+2=4 hours 19th May Youth and Sports Day (19 Mayıs Atatürk'ü Anma Gençlik ve Spor Bayramı) 34 th Week 21- 25 MAY 2+2=4 hours THIRD WRITTEN EXAM	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, universe	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.	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.

İNGİLİZCE ÖĞRETMENİ

AYGÜL YILDIZ

OKUL MÜDÜRÜ

VEDAT YILMAZ