

2019-2020 EĞİTİM-ÖĞRETİM YILI
7. SINIFLAR ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI (1. DÖNEM)

7. SINIF / 7th GRADE

Unit /Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p style="text-align: center;">1 Appearance And Personality</p> <p>1st Week 09-13 SEPTEMBER 2+2=4 hours</p> <p>2nd Week 16-20 SEPTEMBER 2+2=4 hours</p> <p>3rd Week 23-27 SEPTEMBER 2+2=4 hours</p> <p>4th Week 30 SEPTEMBER - 04 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.</p> <p>What is s/he like? S/he is slimmer than me and s/he has short and dark hair.</p> <p>-My cousin is more outgoing than me; s/he has a lot of friends.</p> <p>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.</p> <p>Spoken Interaction E7.1.SI1. Students will be able to talk about other people' s appearances and personalities.</p> <p>Spoken Production E7.1.SP1. Students will be able to report on appearances and personalities of other people.</p> <p>Reading E7.1.R1. Students will be able to understand a simple text about appearances and personalities, and make simple comparisons.</p> <p>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</p> <p>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</p> <p>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 style="text-align: center;">2 Sports</p> <p>5th Week 07-11 OCTOBER 2+2=4 hours</p> <p>6th Week 14-18 OCTOBER 2+2=4 hours</p> <p>7th Week 21- 25 OCTOBER 2+2=4 hours</p> <p>8th Week 28 OCTOBER -01 NOVEMBER 29th October Republic Day (29 Ekim Cumhuriyet Bayramı)</p> <p style="text-align: center;">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.SII. 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>

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<p>9th Week 04-08 NOVEMBER 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.</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>Contexts Biographical Texts, Blogs Diaries/Journal Entries E-mails, Illustrations, Jokes Letters, Magazines, News, Plays Podcasts, Posters</p>
<p>FIRST WRITTEN EXAM 05-16 NOVEMBER</p>	<p>Why did s/he move to Manchester? -S/he moved to Manchester to study physics.</p>	<p>Spoken Interaction E7.3.SI1. Students will be able to talk about past events with definite time.</p>	<p>Probes/Realia, Questionnaires Reports, Stories, Tables, Videos</p>
<p>10th November, The anniversary of Atatürk's passing away (10 Kasım Atatürk'ü Anma Günü ve Atatürk Haftası)</p> <p>10th Week 11-15 NOVEMBER 2+2=4 hours</p> <p>18-22 NOVEMBER The first break</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 get engaged/married graduate grow up move own prize, -s raise children/kids</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>Writing E7.3.W1. Students will be able to write a short and simple report about past events.</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>11 th Week 25-29 NOVEMBER 2+2=4 hours</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 style="text-align: center;">4 Wild Animals</p> <p>12th Week 02-06 DECEMBER 2+2=4 hours</p> <p>13th Week 09-13 DECEMBER 2+2=4 hours</p> <p>14th Week 16-20 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. Which animals are now extinct?</p> <p>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>

7. SINIF / 7th GRADE

Unit /Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p style="text-align: center;">5 Television</p> <p>15th Week 23-27 DECEMBER 2+2=4 hours</p> <p>16th Week 30 DECEMBER - 03JANUARY 2+2=4 hours</p> <p style="text-align: center;">01 January New Year (1 Ocak 2020 Yılbaşı)</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>Talking about past events Did you watch the wild life documentary last night? -I watched it last night, and it was fantastic.</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> <p>Assignments · Students choose two types of TV programs that they frequently watch and prepare a poster giving information about the programs</p>
SECOND WRITTEN EXAM 27TH DECEMBER			
<p>17th Week 06-10 JANUARY 2+2=4 hours</p> <p>18th Week 13- 17 JANUARY 2+2=4 hours</p>	<p>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>		

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

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<p style="text-align: center;">6 Celebrations</p> <p>19th Week 03- 07 FEBRUARY 2+2=4 hours</p> <p>20th Week 10- 14 FEBRUARY 2+2=4 hours</p> <p>21ST Week 17- 21 FEBRUARY 2+2=4 hours</p> <p>22nd Week 24 -28 FEBRUARY 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?</p> <p>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.</p> <p>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</p>	<p>Listening E7.6.L1. Students will be able to recognize utterances related to suggestions, needs and quantity of things.</p> <p>Spoken Interaction E7.6.SI1. Students will be able to talk about arrangements and sequences of actions.</p> <p>Spoken Production E7.6.SP1. Students will be able to make suggestions. E7.6.SP2. Students will be able to express needs and quantity.</p> <p>Reading E7.6.R1. Students will be able to understand texts about celebrations.</p> <p>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>

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<p style="text-align: center;">7 Dreams</p> <p>23rd Week 02- 06 MARCH 2+2=4 hours</p> <p>24TH Week 09- 13 MARCH 2+2=4 hours</p> <p>25th Week 16- 20 MARCH 2+2=4 hours</p> <p style="text-align: center;">18th March Çanakkale Victory (18 Mart Çanakkale Zaferi)</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> <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>

