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| **2022-2023 EĞİTİM-ÖĞRETİM YILI ……………………………… ORTAOKULU 7. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **SEPTEMBER** | 12-16 | 4 | **Appearance and Personality** | **Describing characters/people****(Making simple inquiries)**—What does your best friend look like?—S/he is beautiful/handsome, with curlyhair and green eyes.—What is s/he like?—S/he is slimmer than me and s/he hasshort 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 becauses/he is taller than me.attractivebeautifulcuteeasy-goinggeneroushandsomehonestheadscarfoutgoingplumppunctualselfishslimsmartstubborn<https://www.ingilizceciyiz.com/> | **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, personalities, and comparisons including explanations andreasons.**Writing****E7.1.W1.** Students will be able to write simple pieces to compare people. | **Contexts**BlogsDiaries/Journal EntriesIllustrationsJokesMagazinesPlaysPodcastsPostersQuestionnairesStoriesTablesVideos**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who …GamesInformation/Opinion GapInformation TransferLabelingMatchingQuestions and AnswersReorderingStorytellingTrue/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. |  |
| 19-23 | 4 |
| 26-30 | 4 |
| **OCTOBER** | 03-07 | 4 |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **OCTOBER** | 10-14 | 4 | **Unit 2: Sports** | **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)**I never/sometimes/often/usually/alwayswake up early in the mornings.S/he eats healthy food and runs once/twice a day because s/he wants to wina medal.They are never/sometimes/often/usually/always late to gym.achievebeatdrawequipmentgo jogging/swimming/skating/running/…go on a diethitindoor/outdoorinjury, -ieslosemedal, -sscore ...a goal/a pointspectator, -ssuccess, -estrain | **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. | **Contexts**Biographical TextsBlogsDiaries/Journal EntriesE-mailsIllustrationsJokesLettersMagazinesNewsPlaysPodcastsPostersProbes/RealiaQuestionnairesReportsStoriesTablesVideos**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who …GamesGuessingInformation/Opinion GapInformation TransferLabelingMatchingQuestions and AnswersReorderingStorytellingTrue/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. |  |
| 17-21 | 4 |
| 24-28 | 4 |
| 31-04 Nov | 4 |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **NOVEMBER** | 07-11 | 4 | **Unit 3: Biographies** | **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 studyphysics.**Telling the time, days and dates**S/he was born in London in 1970.S/he grew up in London and s/ hestayed there until 1988.aloneaward, -sbrilliantdieget engaged/marriedgraduategrow upmoveownprize, -sraise 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. | **Contexts**Biographical TextsBlogsDiaries/Journal EntriesE-mailsIllustrationsJokesLettersMagazinesNewsReportsPlaysPodcastsPostersQuestionnairesStoriesTablesVideos**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. | **1st written exam** |
| 14-18 MID-TERM HOLIDAY |
| 21-25 | 4 |
| 28-02 DEC | 4 |
| **MONTH** | **DAYS** |  | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **DECEMBER** | 05-09 | 4 | **Unit 4: Wild Animals** | **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 becausepeople hunted them for different reasons.People always harmed wild animalsbecause they were afraid of them.attackbe afraid ofbirds (eagle, falcon, hawk, owl …)cage, -sdesert, -senormousextincthabitat, -sharmhuman, -shuntjungle, -smammals (dolphin, elephant, giraffe,lion, shark, tiger …)poison(ous)preyreptiles (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. | **Contexts**BlogsDiaries/Journal EntriesE-mailsIllustrationsJokesMagazinesNewsReportsPodcastsPostersQuestionnairesStoriesTablesVideosWebsites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who …GamesGuessingInformation/Opinion GapInformation TransferLabelingMatchingQuestions and AnswersReorderingStorytellingTrue/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. |  |
| 12-16 | 4 |
| 19-23 | 4 |
| 26-30 | 4 |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **JANUARY** | 02-06 | 4 | **Unit 5: Television** | **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 Ithink reality shows are pretty boring.**Talking about past events**Did you watch the wild life documentarylast night?—I watched it last night, and it wasfantastic.appearchannel, -scommercial, -sdirector, -sdiscussion, -sdocumentary, -iesnewsquiz show, -sreality show, -srecommendremote control, -sseriessitcom, -ssoap opera, -stalk 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.<https://www.ingilizceciyiz.com/> | **Contexts**AdvertisementsBlogsDiaries/Journal EntriesE-mailsIllustrationsMagazinesNewsReportsPodcastsPostersQuestionnairesStoriesTablesVideosWebsites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who …GamesGuessingInformation/Opinion GapInformation TransferLabelingMatchingQuestions and AnswersReorderingStorytellingTrue/False/No information**Assignments**• Students choose two types of TV programs that they frequently watch and prepare a poster giving information about the programs. | **2nd written exam** |
| 09-13 | 4 |
| 16-20 | 4 |
| **23 JANUARY – 03 FEBRUARY SEMESTER HOLIDAY** |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **FEBRUARY** | 06-10 | 4 | **Unit 6: Celebrations** | **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 havea lot of/many/one or two/some presents.arrangeattendbeverage, -sdecoratefancyguest, -shost, -sinvitation card/messageinviteorganizerefusewrap | **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 makesuggestions.**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**AdvertisementsBlogsDiaries/Journal EntriesE-mailsIllustrationsListsMagazinesNewsReportsNotes and MessagesPodcastsPostersQuestionnairesStoriesTablesVideosWebsites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who …GamesGuessingInformation/Opinion GapInformation TransferLabelingMatchingQuestions and AnswersReorderingStorytellingTrue/False/No information**Assignments**• Students keep expanding their visual dictionary by including new vocabulary items.• Students organize a birthday party. Theyprepare a list for needs, guests and food. Theyalso prepare an invitation card. |  |
| 13-17 | 4 |
| 20-24 | 4 |
| 27 February-3 March | 4 |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **MARCH** | 06-10 | 4 | **Unit 7: Dreams** | **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, butI may not live in a big city. I may getmarried.The world will be a more peaceful place.The Internet will become more popular.believecareerdreamexcellentguessimaginemake a guesspeacefulpredictprobablyreceivetrick, -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. | **Contexts**BlogsDiaries/Journal EntriesE-mailsIllustrationsListsMagazinesNewsReportsNotes and MessagesPodcastsPostersQuestionnairesSongsStoriesTablesVideosWebsites**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. |  |
| 13-17 | 4 |
| 20-24 | 4 |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **MARCH** | 27-31 | 4 | **Unit 8: Public Buildings** | **Giving explanations/reasons**You should play in the new park tomake friends.S/he can go to shopping malls to buyanything.You may go to the police station toreport the burglary.I usually visit the hospital to see my doctor.S/he went to the cinema to watch adocumentary about wild life.They went to the bookshop to buy asports magazine.amusement park, -sart gallery, -iesbakery, -ieschemist’scity hallcoffee shop, -sdepartment store, -sfire stationgame/music store, -sgovernorshipgrocery, -iesmovie theater, -smunicipal officemunicipality, -iespolice stationshopping mall, -s<https://www.ingilizceciyiz.com/> | **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 giveexplanations 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**BlogsDiaries/Journal EntriesE-mailsIllustrationsListsMagazinesMapsNewsReportsNotes and MessagesPodcastsPostersQuestionnairesSongsStoriesVideosWebsites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime)Find Someone Who …GamesGuessingInformation/Opinion GapInformation TransferLabelingMatchingQuestions 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. | **1st written exam** |
| **APRIL** | 03-07 | 4 |
| 10-14 | 4 |
| **17-20 APRIL MID-TERM** |
| 24-28 | 4 |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **MAY** | 01 – 05 | 4 | **Unit 9: Environment** | **Describing simple processes**First, get the seeds. Then, plant andwater 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 theyare necessary for oxygen.We should protect wild animals because they are important for the balance of the nature.balanceclimate, -seco-friendlyefficientglobal warminggreen house effectincreasenatureprotectpollute/pollutionrecyclerenewableresponsiblesolar/wind energytake actiontemperaturethreatenwaste | **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**AdvertisementBlogsDiaries/Journal EntriesE-mailsIllustrationsListsMagazinesMapsNewsReportsNotes and MessagesPodcastsPostersQuestionnairesSongsStoriesVideosWebsites**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. |  |
| 08-12 | 4 |
| 15-19 | 4 |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **MAY** | 22-26 | 4 | **Unit 10: Planets** | **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 Missionbegan. 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?atmosphereevidenceexploregalaxygravitymeteor<https://www.ingilizceciyiz.com/>moon, -sobserveorbitplanet, -sproofrescuesatellite, -sshower, -ssolar system, -sspace shuttle, -ssurface, -suniverse | **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 identifyspecific information in various texts about facts and general truths.**E7.10.R2.** Students will be able to identifyspecific information about past events.**Writing****E7.10.W1.** Students will be able to write short and basic descriptions of facts and general truths. | **Contexts**BlogsChartsDiaries/Journal EntriesE-mailsIllustrationsListsMagazinesMapsNewsReportsNotes and MessagesPodcastsPostersQuestionnairesSongsStoriesTablesVideosWebsites**Tasks/Activities**Drama (Role Play,Simulation, Pantomime)Find Someone Who …GamesGuessingInformation/Opinion GapInformation TransferLabelingMatchingQuestions and AnswersReorderingStorytellingTrue/False/No information**Assignments**• Students complete and reflect on their visualdictionaries.• Students prepare a poster about our solar systemand give information about the planets. | **2nd written exam** |
| **JUNE** | 29 May-02 | 4 |
| 05-09 | 4 |
| 12-16 | 4 |

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 UYGUNDUR

Okan GÜLTEKİN 09/09/2022

İngilizce Öğretmeni Sadece sosyal medyada yayınladığımız **ücretsiz İngilizce Öğretmenlerine Özel Yazılı Soruları**

ve ihtiyacınız olan tüm evraklar için sosyal medya hesaplarımızdan bizi takip ediniz! OKUL MÜDÜRÜ

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