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| **2018-2019 EĞİTİM-ÖĞRETİM YILI ……………………. ORTAOKULU 7. SINIFLAR SEÇMELİ İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EXAMS** |
| **SEPTEMBER** | 17-21 | 2 | **UNIT 1: APPEARANCE AND PERSONALITY** | **Describing characters/people**  **Giving explanations/reasons**  **Making simple comparisons**  **Making simple inquiries** | [WWW.OKANELT.COM](http://WWW.OKANELT.COM)  • Students generally will be able to understand clear, standard speech on appearance and personality, although in a real life situation, they might have to ask for repetition or reformulation.  • Students will be able to ask and answer questions about other people’s appearances and personalities.  • Students will be able to talk about what people look like.  • Students will be able to understand a simple text about appearances and personalities and make simple comparisons.  • Students will be able to write simple sentences and phrases to compare two people.  • Students will be able to relate new information to visual concepts in memory via familiar, easily retrievable visualizations.  • Students will be able to display a willingness to communicate with their peers in English. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids |  |
| 24-28 | 2 |
| **OCTOBER** | 01-05 | 2 |
| 08-12 | 2 |
| **OCTOBER** | 15-19 | 2 | **UNIT 2: SPORTS** | **Describing the frequency of actions**  **Describing what people are doing now**  **Describing what people do regularly**  **Giving explanations and reasons**  **Making simple inquiries**  **Talking about past events**  **Telling people what we know** | • Students will be able to recognize frequency adverbs in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.  • Students will be able to ask questions related to the frequency of events.  • Students will be able to talk about what people are regularly do using frequency adverbs.  • Students will be able to describe past and present events.  • Students will be able to understand short, simple texts on sports written in common everyday language.  • Students will be able to write simple sentences and phrases about what people generally do.  • Students will be able to relate new information to visual concepts.  • Students will be able to say when they do not understand. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids | 1ST WRITTEN EXAM |
| 22-26 | 2 |
| **NOVEMBER** | 29-02 | 2 |
| 05-09 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EXAMS** |
| **NOVEMBER**  **DECEMBER** | 12-16 | 2 | **UNIT 3: BIOGRAPHIES** |  | • Students will be able to recognize essential information from short recorded passages dealing with past events and dates.  • Students will be able to make themselves understood in a simple way when they talk about the past.  • Students will be able to describe past activities and personal experiences.  • Students will be able to identify important information in texts in which the dates and names play an important role and which are clearly structured and illustrated.  • Students will be able to describe an event in simple sentences and report what happened when and where.  • Students will be able to use their previous knowledge to guess the meanings of new items. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids |  |
| 19-23 | 2 |
| 26-30 | 2 |
| **DECEMBER** | 03-07 | 2 |
| **DECEMBER** | 10-14 | 2 | **UNIT 4: WILD ANIMALS** | **Describing the frequency of actions**  **Giving explanations/reasons**  **Making simple inquiries**  **Making simple suggestions**  **Talking about past events** | • Students will be able to understand phrases and expressions  related to past and present events.  • Students will be able to identify the names of wild animals when spoken clearly and slowly.  • Students will be able to ask people questions about  characteristics of wild animals.  • Students will be able to make simple suggestions.  • Student will be able to make simple sentences related past and present events.  • Students will be able to understand short simple texts  related to wild animals. Students will be able to identify short, simple sentences and expressions about past and present activities.  • Students will be able to write simple structures describing wildlife.  • Students will be able to relate new information to visual concepts.  • Students will be able to say when they do not understand | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids |  |
| 17-21 | 2 |
| 24-28 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EXAMS** |
| **JANUARY** | 31-04 | 2 | **UNIT 5: TELEVISION** | **Describing what people do regularly**  **Expressing preferences**  **Giving explanations/reasons**  **Making simple inquiries**  **Stating personal opinions**  **Talking about past events** | • Students will be able to understand enough to manage simple, routine exchanges on every day matters  (e.g. TV programs) without too much effort.  • Students will be able to ask questions about other people’s preferences.  • Students will be able to describe past activities and personal experiences.  • Students will be able to talk about their preferences.  • Students will be able to use a series of phrases and simple sentences to describe past events.  • Students can understand short narratives about everyday things (e. g., TV programs) dealing with topics which are familiar to me if the text is written in simple language.  • Students will be able to write simple sentences and phrases about their preferences.  • Students will be able to write short, simple sentences in past events.  • Students will be able to relate new information to visual concepts.  • Students will be able to say when they do not understand.  • Students realize the need to learn English especially when TV or movies are considered. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids | 2ND WRITTEN EXAM |
| 07-11 | 2 |
| 14-18 | 2 |
| **FEBRUARY** | 04-08 | 2 | **UNIT 6: CELEBRATIONS** | **Accepting and refusing**  **Expressing basic needs**  **Expressing quantity**  **Giving and responding to simple instructions**  **Making simple suggestions** | • Students will be able to recognize phrases and expressions related to suggestions, immediate needs and quantity of things.  • Students will be able to discuss with other people what to do and where to go and how to make arrangements.  • Students will be able to make suggestions and Express quantity.  • Students will be able to understand simple written messages from friends or colleagues; for example, saying what time they should meet for a party and what to buy.  • Students will be able to write simple sentences and phrases about what is needed for a special occasion.  • Students will be able to ask people to repeat when they don’t understand. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids |  |
| 11-15 | 2 |
| 18-22 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EXAMS** |
| **MARCH** | 25-01 | 2 | **UNIT 7:DREAMS** | **Making predictions about the future**  **Making simple inquiries**  **Making simple suggestions**  **Talking about possessions** | • Students will be able to understand phrases and xpressions related to future predictions and future events if spoken clearly and slowly.  • Students will be able to make ask and answer about simple predictions about the future.  • Students will be able to talk about future predictions.  • Students will be able to understand short, simple texts written about future predictions.  • Students will be able to describe future predictions.  • Students will be able to ask for attention.  • Students will become familiar with superstitious beliefs from different countries. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids |  |
| 04-08 | 2 |
| 11-15 | 2 |
| 18-22 | 2 |
| **MARCH** | 25-29 | 2 | **UNIT 8: PUBLIC BUILDINGS** | **Describing what people do regularly**  **Giving explanations/reasons**  **Making simple suggestions**  **Talking about plans**  **Talking about past events** | • Students will be able to identify expressions related to everyday shopping used in everyday life.  • Students will be able to make themselves understood when they make simple suggestions.  • Students will be able to make suggestions and give reasons.  • Students will be able to describe past activities.  • Students will be able to recognize familiar words and very simple phrases on simple notices in the most common everyday situations.  • Students will be able to write simple sentences and phrases about what people usually do.  • Students will be able to write about their past activities.  • Students will be able to say when they do not understand | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids | 1ST WRITTEN EXAM |
| **APRIL** | 01-05 | 2 |
| 08-12 | 2 |
| 15-19 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EXAMS** |
| **APRIL** | 23-26 | 2 | **UNIT 9: ENVIRONMENT** | **Describing simple processes**  **Expressing obligation**  **Giving explanations/reasons**  **Giving and responding to simple instructions**  **Telling someone what to do** | • Students will be able to understand phrases and the  highest frequency vocabulary related to environment provided speech is clearly and slowly articulated.  • Students will be able to follow how a simple process is described provided speech is clearly and slowly articulated.  • Students will be able to make and respond to simple suggestions.  • Students will be able to give someone simple instructions about what to do.  • Students will be able to give a simple description or presentation of a process.  • Students will be able to identify specific information in simple, written material such as letters, brochures and short newspaper articles describing environmental events.  • Students will be able to write short, simple messages, reports and advertisements relating to environmental issues.  • Students will be able to write a short description of a process.  • Students will be able to cope with a limited number of straightforward follow-up questions. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids |  |
| **MAY** | 29-03 | 2 |
| 06-12 | 2 |
| 13-17 | 2 |
| **MAY** | 20-24 | 2 | **UNIT 10: PLANETS** | **Making simple comparisons**  **Telling the time, days and dates**  **Talking about past events**  **Telling people what we know**  **Telling the time, days and dates** | • Students will be able to generally identify the topic of discussion about popular science which is conducted slowly and clearly.  • Students will be able to ask people questions about facts and general truths.  • Students will be able to talk about general truths.  • Students will be able to identify specific information in simple written material such as brochures and short newspaper articles describing facts.  • Students will be able to give short, basic descriptions of general truths and facts.  • Students will be able to relate new information to visual concepts.  • Students will be able to display a willingness to communicate with their peers in English. | Student’s book  Student’s workbook  Interactive board  Teacher’s resources  Worksheet  Educational CD  Hand-made puppets  Real objects  Posters  Visual aids | 2ND WRITTEN EXAM |
| 27-31 | 2 |
| **JUNE** | 03-07 | 2 |
| **JUNE** | 10-14 | 2 | All  Units | GENERAL REVISION | Ss will be able answer questions about the topics that they studied during the year | Interactive board  Teacher’s resources  Worksheet |  |

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| **Okan GÜLTEKİN**  **İNGİLİZCE ÖĞRETMENİ**  by [www.okanelt.com](http://www.okanelt.com) |  |  | **UYGUNDUR**  **19/09/2018** |
|  |  |  | **.....................................**  **OKUL MÜDÜRÜ** |