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| **ANTALYA İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ****ÖRNEKTİR****2015 -2016 EĞİTİM-ÖĞRETİM YILI ………………………..ORTAOKULU 7.SINIF**  **İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** |
| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **SEPTEMBER** | **28.09.2015****02.10.2015** |  | **UNIT 1** ***Appearance and*** ***Personality*** | **Describing characters/people****Giving explanations/reasons****Making simple comparisons****Making simple inquiries****Listening**• Students generally will be able to understand clear,standard speech on appearance and personality, althoughin a real life situation, they might have to ask forrepetition or reformulation.**Spoken Interaction**• Students will be able to ask and answer questionsabout other people’s appearances and personalities.**Spoken Production**• Students will be able to talk about what people look like.**Reading**• Students will be able to understand a simple text aboutappearances and personalities and make simple comparisons.**Writing**• Students will be able to write simple sentences andphrases to compare two people.**Compensation Strategies**• Students will be able to relate new information tovisual concepts in memory via familiar, easily retrievablevisualizations.**Attitudes**• Students will be able to display a willingness to communicate* with their peers in English.
 | attractiveclumsyeasy-goingforgetfulgeneroushonestoutgoingoverweightpunctualselfishslimstubbornthoughtfulwell-builtWhat does your best friend looklike?— She is attractive, with curly hairand green eyes.What is he like?— He is slimmer than me and hasshort and dark hair.My cousin is more outgoing thanme; she has a lot of friends.She can play basketball well becauseshe is taller than me. She alsopractices often. | **Texts**Diaries/Journal EntriesIllustrationsJokesPersonal NarrativesPlaysPostersProductsQuestionnairesTables**Activities**Chants and SongsCommunicative TasksDrawing and ColoringListeningMatchingQuestions and AnswersReading Comprehension QuestionsSkimming and ScanningSpeaking. | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | İlköğretim Haftası | **Project**• Students prepare aposter of a famousperson they like.They describe his/her appearance andpersonality.**Dossier**• Students start fillingin the EuropeanLanguage Portfolio.Ask students to bringin their portfoliosfrom last year. |
| **05.10.2015****09.10.2015** |  |
| **OCTOBER** | **12.10.2015****16.10.2015** |  |
| **19.10.2015****23.10.2015** |  |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **NOVEMBER OCTOBER** | **26.10.2015****30.10.2015** | **4** | **UNIT 2** ***Biographies*** | **Giving explanations/reasons****Making simple inquiries****Talking about past events****Telling the time, days and dates****Listening**• Students will be able to recognize essential informationfrom short recorded passages dealing with pastevents and dates.**Spoken Interaction**• Students will be able to make themselves understoodin a simple way when they talk about the past.**Spoken Production**• Students will be able to describe past activities andpersonal experiences.**Reading**• Students will be able to identify important informationin texts in which the dates and names play an importantrole and which are clearly structured and illustrated.**Writing**• Students will be able to describe an event in simplesentences and report what happened when and where.**Compensation Strategies**• Students will be able to use their previous knowledge* to guess the meanings of new items.
 | aloneaward, -sambitiousbrilliantdieeagerget engaged/marriedgraduategrow upmoveordinary/extraordinaryownpassion, -sprize, -sraise children/kidsHe was born in London in 1970.He grew up in London and stayedthere until 1988.Why did he move to Manchester?— He moved to Manchester tostudy physics.— He was an ambitious person.He was alone and had an extraordinarylife. | **Texts**Biographical TextsChildren’s EncyclopediaDiaries/Journal EntriesE-mailsJokesLettersNews ReportsPersonal Narratives**Activities**Chants and SongsGuessing word meaning from contextListeningMatchingQuestions and AnswersReading Comprehension QuestionsReal-life TasksSkimming and ScanningSpeaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Cumhuriyet Bayramı****Kızılay Haftası** **10 KASIM****Atatürk’ü Anma Günü****Atatürk Haftası** |  **Project**• Students choosea scientist or historicalfigure, learnabout his/her lifeand write his/herbiography. Thenthey report to theclass or record theirvoices talking abouthis/her life.**I. DÖNEM****I. SINAV** |
| **02.11.2015****06.11.2015** | **4** |
|  **16.11.2015 09.11.2015** **20.11.2015 13.11.2015** | **4****4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **DECEMBER NOVEMBER** | **23.11.2015****27.11.2015** | **4** | **UNIT 3*****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****Listening**• Students will be able to recognize frequency adverbs inshort recorded passages dealing with predictable everydaymatters which are spoken slowly and clearly.**Spoken Interaction**• Students will be able to ask questions related to thefrequency of events.**Spoken Production**• Students will be able to talk about what people areregularly do using frequency adverbs.• Students will be able to describe past and present events.**Reading**• Students will be able to understand short, simple textson sports written in common everyday language.**Writing**• Students will be able to write simple sentences andphrases about what people generally do.**Compensation Strategies**• Students will be able to relate new information tovisual concepts.* • Students will be able to say when they do not understand.
 | achievebe evenbeatdrawequipmenthitindoor/outdoorinjury, -ieslosemedal, -sroller-skatescore ...... a goal/a pointspectator, -ssuccess, -estrainHe eats healthy food and runs twicea day because he wants to win amedal.How often do you exercise/train?— Three times a week.He usually goes jogging in the park.How are we doing in the game?— We are winning.— We are beating them two to one.— We are losing two to one.What was the final score?— It was a draw.— We beat them two to one.— We lost two to one. | **Texts**Biographical TextsChildren’s EncyclopediaNews ReportsPersonal NarrativesQuestionnairesConversationsIllustrationsPostersTables**Activities**CognatesCommunicative TasksFlashcardsListeningQuestions and AnswersReading Comprehension QuestionsReal-life TasksSkimming and ScanningSpeaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation |  **24 KASIM****Öğretmenler****Günü** 10 Aralık İnsan Hakları ve Demokrasi Haftası | **Quiz or Exam****(Units 1-3)****Projects**• Students imaginethey are journalists.They choose afamous sports figurefrom their own oranother country.They interview him/her about his/herdaily life.• Students write aparagraph tosummarize whathappened in a sportsgame.**I. DÖNEM****II. SINAV** |
| **30.11.2015****04.12.2015** | **4** |
| **07.12.2015****11.12.2015** | **4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **DECEMBER** | **14.12.2015****18.12.2015** | **4** | **UNIT 4*****Wild******Animals*** | **Describing the frequency of actions****Giving explanations/reasons****Making simple inquiries****Making simple suggestions****Talking about past events****Listening**• Students will be able to understand phrases and expressionsrelated to past and present events.• Students will be able to identify the names of wildanimals when spoken clearly and slowly.**Spoken Interaction**• Students will be able to ask people questions aboutcharacteristics of wild animals.**Spoken Production**• Students will be able to make simple suggestions.• Student will be able to make simple sentences relatedpast and present events.**Reading**• Students will be able to understand short simple textsrelated to wild animals. Students will be able to identifyshort, simple sentences and expressions about past andpresent activities.**Writing**• Students will be able to write simple structuresdescribing wildlife.**Compensation Strategies**• Students will be able to relate new information tovisual concepts.* • Students will be able to say when they do not understand.
 | attackcage, -sdesert, -senormousextincthabitat, -shuman, -shuntjungle, -slion, -spoison(ous)preysurvivetiger, -svaccinateSome animals became extinct becausepeople hunted them for differentreasons.Where do tigers live?— They live in Asia.Tigers usually hunt during the day.Which animals are now extinct?What should we do to protect wildlife?— We shouldn’t hunt.— We should protect forests. | **Texts**BrochuresDiaries/Journal EntriesMapsChildren’s EncyclopediaPersonal NarrativesNotes and MessagesTables**Activities**Arts and CraftsCognatesDrawing and ColoringFlashcardsLabelingListeningMatchingReading Comprehension QuestionsSkimming and ScanningSpeaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | Tutum Yatırım ve Türk Malları Haftası | **Project**• Students choosetwo wild animalsand prepare an informativechildren’sleaflet about them.They use a lot ofpictures and narratedetails about theanimals’ lives. |
| **21.12.2015****25.12.2015** | **4** |
| **28.12.2015****31.12.2015** | **4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **JANUARY** | **04.01.2016****08.01.2016** | **4** | **UNIT 5*****Television*** | **Describing what people do regularly****Expressing preferences****Giving explanations/reasons****Making simple inquiries****Stating personal opinions****Talking about past events****Listening**• Students will be able to understand enough to manage simple,routine exchanges on every day matters (e. g., TV programs)without too much effort.**Spoken Interaction**• Students will be able to ask questions about other people’spreferences.• Students will be able to describe past activities and personalexperiences.**Spoken Production**• Students will be able to talk about their preferences.• Students will be able to use a series of phrases and simplesentences to describe past events.**Reading**• Students can understand short narratives about everydaythings (e. g., TV programs) dealing with topics which are familiarto me if the text is written in simple language.**Writing**• Students will be able to write simple sentences and phrasesabout 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.**Compensation Strategies**• Students will be able to say when they do not understand.**Attitudes**• Students realize the need to learn English especially when TV* or movies are considered.
 | appearchannel, -scommercial, -scouch potato, -esdirector, -sdiscussion, -seducationalnewsquiz show, -sreality show, -srecommendremote control, -sseriessitcom, -ssoap opera, -stalk show, -sDid you watch the Vampire Diarieslast night?My favorite football match is onSaturday. I can’t wait for it.I prefer The Vampire Diaries toother TV series. I watched it lastnight, and it was fantastic.I prefer talk shows to reality shows.Talk shows are usually amusing,but I think reality shows are prettyboring.What is that? | **Texts**AdvertisementsDiaries/Journal EntriesE-mailsNews ReportsPersonal lettersPersonal NarrativesQuestionnairesTables**Activities**Guessing word meaning from contextListeningReading Comprehension QuestionsReal-life TasksSkimming and ScanningSpeaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation |  |  **I. DÖNEM** **III. SINAV****Quiz or Exam****(Units 3-5)****Projects**• Students choosetwo types of TVprograms that theyfrequently watchand write a shortparagraph explainingwhy they likethem. They supporttheir paragraphswith visuals.• Students preparea short televisionprogram and act itout, either videorecordingit or performingin front ofthe class. |
|  **11.01.2016** **15.01.2016** | **4** |
| **JANUARY** |  **18.01.2016** **22.01.2016** | **4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **MARCH FEBRUARY** | **08.02.2016****12.02.2016** | **4** | **UNIT 6** ***Parties*** | **Accepting and refusing****Expressing basic needs****Expressing quantity****Giving and responding to simple instructions****Making simple suggestions****Listening**• Students will be able to recognize phrases and expressionsrelated to suggestions, immediate needs and quantityof things.**Spoken Interaction**• Students will be able to discuss with other people whatto do and where to go and how to make arrangements.**Spoken Production**• Students will be able to make suggestions and expressquantity.**Reading**• Students will be able to understand simple written messagesfrom friends or colleagues; for example, sayingwhat time they should meet for a party and what to buy.**Writing**• Students will be able to write simple sentences andphrases about what is needed for a special occasion.**Compensation Strategies**• Students will be able to ask people to repeat when* they don’t understand.
 | arrangeattendbeverage, -sdecoratefancyguest, -shost, -sinviteorganizerefusewrapWe need some/a lot of balloons.We should buy a birthday present.Would you like some cake?— Yes, please. Just a little. / No, thanks.I’ll go get a sandwich. Would you like one?I have a lot of/many/one or two/some/ very few presents.If you want to organize a great birthdayparty, you should first preparea guest list, and then decorate yourplace, and finally, prepare lots of food.Could you say that again, please?What was that again?Could you explain that, please?Could you give me an example? | **Texts**Diaries/Journal EntriesE-mailsPersonal NarrativesPhone conversationsQuestionnairesRecipesConversationsIllustrationsLists**Activities**ListeningRole-play and SimulationsSkimming and ScanningSpeaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Sivil Savunma Günü** | **Project**• Students imaginethat they are going toorganize a surprisebirthday party for aclose friend. Theyprepare an invitationcard to send theirfriends. |
| **15.02.2016****19.02.2016** | **4** |
| **22.02.2016****26.02.2016** | **4** |
| **29.02.2016****29.02.2016****28.02.2016** **29.02/04.03.2016****044444****0** | **4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
|  **MARCH** | **07.03.2016****11.03.2016** | **4** | **UNIT 7** ***Superstitions*** | **Making predictions about the future****Making simple inquiries****Making simple suggestions****Talking about possessions****Listening**• Students will be able to understand phrases and expressionsrelated to future predictions and future eventsif spoken clearly and slowly.**Spoken Interaction**• Students will be able to make ask and answer aboutsimple predictions about the future.**Spoken Production**• Students will be able to talk about future predictions.**Reading**• Students will be able to understand short, simple textswritten about future predictions.**Writing**• Students will be able to describe future predictions.**Compensation Strategies**• Students will be able to ask for attention.**Intercultural Awareness**• Students will become familiar with superstitious beliefs* from different countries.
 | evil eye, -sexcellentfortune tellingfortune cookie, -sguessfour-leaf clover, -slieluckpalm reading, -sprobablyreceivesuperstitioustrick, -sWill I be successful in my career?— Yes, you will. Definitely!— You will be very happy in yourrelationship.— Do you think so?— You will make good friends.— I hope so. / I hope not.The Internet will become morepopular.You should be careful about yourhealth.In Britain and in Japan, a black catbrings good luck; but in Turkey, itbrings bad luck.Can I have a word with you?Watch out! | **Texts**AdvertisementsJokesIllustrationsQuestionnairesConversationsBrochuresPersonal NarrativesTables**Activities**GamesListeningSkimming and ScanningSpeakingStory-tellingQuestions and AnswersReal-life TasksRole-play and Simulations | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Yeşilay****Haftası****8 Mart Dünya Kadınlar Günü****İstiklâl Marşı’nın Kabulü ve Mehmet Akif ERSOY’u Anma Günü** **18 MART****Çanakkale Zaferi****Şehitler****Günü** | **Quiz or Exam****(Units 5-7)****Projects**• Students interviewtheir relatives abouttheir superstitionsand prepare a chartto display the results.• Students preparea poster showingdifferent cultures’beliefs about itemsthat bring good andbad luck.**II. DÖNEM****I. SINAV** |
| **14.03.2016****18.03.2016** | **4** |
| **21.03.2016****25.03.2016** | **4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
|  **APRIL MARCH** | **28.03.2016****01.04.2016** | **4** | **UNIT 8** ***Public******Buildings*** | **Describing what people do regularly****Giving explanations/reasons****Making simple suggestions****Talking about plans****Talking about past events****Listening**• Students will be able to identify expressions related toeveryday shopping used in everyday life.• Students will be able to make themselves understoodwhen they make simple suggestions.**Spoken Production**• Students will be able to make suggestions and givereasons.• Students will be able to describe past activities.**Reading**• Students will be able to recognize familiar words andvery simple phrases on simple notices in the most commoneveryday situations.**Writing**• Students will be able to write simple sentences andphrases about what people usually do.• Students will be able to write about their past activities.**Compensation Strategies*** • Students will be able to say when they do not understand.
 | city hallfire stationgovernorshipmunicipal officemunicipality, -iespolice stationamusement park, -sart gallery, -iesbakery, -ieschemist’scoffee shop, -sdepartment store, -sgame/music store, -sgrocery, -iesmovie theater, -sshopping mall, -sDo you have any sports magazines?I usually go to the coffee shop tomeet my friends.I will go to the bookshop to buy adictionary.I went to the cinema to watch adocumentary about wild life.I went to the bookshop to buy asports magazine.You should go to the police stationif you need help.You can find everything there.You should play in the new parkaround the corner.Pardon me? | **Texts**Diaries/Journal EntriesMapsNews ReportsLists**Activities**LabelingListeningMatchingQuestions and AnswersReading Comprehension QuestionsReal-life TasksSkimming and ScanningSpeaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** | **Project**• Students prepare amap of their neighborhood,includingpublic buildings, andwrite why they go toeach of these places. |
| **04.04.2016****08.04.2016** | **4** |
| **11.04.2016****15.04.2016** | **4** |
| **18.04.2016****22.04.2016** | **4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **APRIL** | **25.04.2016****29.04.2016** | **4** | **UNIT 9** ***Environment*** | **Describing simple processes****Expressing obligation****Giving explanations/reasons****Giving and responding to simple instructions****Telling someone what to do****Listening**• Students will be able to understand phrases and thehighest frequency vocabulary related to environmentprovided 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.**Spoken Interaction**• Students will be able to make and respond to simple suggestions.• Students will be able to give someone simple instructionsabout what to do.**Spoken Production**• Students will be able to give a simple description orpresentation of a process.**Reading**• Students will be able to identify specific informationin simple, written material such as letters, brochures andshort newspaper articles describing environmental events.**Writing**• 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 aprocess.**Compensation Strategies**• Students will be able to cope with a limited number of straightforward follow-up questions. | climate, -seco-friendlyefficientglobal warmingincreasepolluterenewableresponsiblesolar/wind energytake actiontemperaturethreatenuse upFirst, get the seeds. Then, plant andwater them.Pesticides are bad for our health, sowe should use them carefully.Rain forests are important becausethey are necessary for oxygen.What should we do for our environment?— We have to start using publictransportation.— Stop eating junk food.We must stop destroying forests.— Why?— Because we need forests for water. | **Texts**BrochuresDiaries/Journal EntriesMapsNews ReportsQuestionnairesCataloguesChildren’s Encyclopedia**Activities**CognatesListeningReal-life TasksReorderingRole-play and SimulationsSkimming and Scanning | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Atatürk'ü Anma ve Gençlik ve Spor Bayramı**  |  **II. DÖNEM** **II. SINAV****Project**• Students prepare aposter showing whathappens if we do ordo not take precautionsto protect ourworld. |
| **MAY** | **02.05.2016****06.05.2016** | **4** |
|  **09.05.2016** **13.05.2016** | **4** |
| **16.05.2016****20.05.2016** | **4** |

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| **MONTH** | **WEEK** | **SAAT** | **ÜNİTE** | **Communicative Functions and Skills** | **Suggested Lexis/Language Use** | **Suggested Text and Activity Types** | **Methods and Techniques** | **Special Days and Weeks** | **Assessment** |
| **MAY** | **23.05.2016****27.05.2016** | **4** | **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****Listening**• Students will be able to generally identify the topic ofdiscussion about popular science which is conductedslowly and clearly.**Spoken Interaction**• Students will be able to ask people questions aboutfacts and general truths.**Spoken Production**• Students will be able to talk about general truths.**Reading**• Students will be able to identify specific informationin simple written material such as brochures and shortnewspaper articles describing facts.**Writing**• Students will be able to give short, basic descriptionsof general truths and facts.**Compensation Strategies**• Students will be able to relate new information tovisual concepts.**Attitudes**• Students will be able to display a willingness to communicatewith their peers in English. | evidenceexploremeteorshower, -smoon, -sobserveorbitplanet, -sproofrescuesatellite, -ssolar system, -sspace shuttle, -ssurface, -suniverseWhat do you know about the solarsystem?What do you know about planets?— Jupiter is larger than Saturn.— Uranus is cooler than Saturn.Is there any water on the surface ofMars?When did scientists discover Pluto?In 2003, the Mars Exploration missionbegan. They discovered evidenceof water. | **Texts**Children’s EncyclopediaDiaries/Journal EntriesMapsPostersQuestionnaires**Activities**CognatesLabelingListeningQuestions and AnswersReading Comprehension QuestionsSkimming and ScanningSpeaking | **Methods:** \*Audio-lingual Method \*Eclectic Method \*Audio-visual method \*Communicative Approach \*Total Physical Response Method \*Communicative language learning \*Audio-Lingual Method \*Cyclic Method **Techniques:** \*Demonstration \*Question & Answer \*Drama and Role-Play \*Simulation \*Substitution \*Indıvıdual and Pair-Work \*Mim-Mem \*Chain Drills \*Academic Games \*Dictation | **Müzeler Haftası** Açıklama: ilbap2 | **II. DÖNEM****III. SINAV****Quiz or Exam****(Units 7-10)****Project****• Students prepare a****poster about NASA’s****Curiosity Project to****Mars by using online****resources.****Dossier****• Students complete****and hand in the European****Language****Portfolio. Keep the****portfolio at school****or instruct students****to bring it back the****following year.** |
| **JUNE** | **30.05.2016****03.06.2016** | **4** |
|  **13.06.2016 06.06.2016** **17.06.2016 10.06.2016**  | **4 4** |

**Bu Yıllık Plan Örnek Mahiyetinde hazırlanmış olup, okulun çevre, fiziki koşullarına, öğrencilerinin performans durumuna, kullanılan yöntem, teknik ve kaynaklarına göre okul, ders zümrelerince konu sırası değiştirilmemek koşuluyla yeniden düzenlenip Okul Müdürünün onayından sonra yürürlüğe girecektir.**

 İngilizce Öğrt. İngilizce Öğrt. İngilizce Öğrt. UYGUNDUR

 ……/09/2015

 OKUL MÜDÜRÜ