**…………………… SECONDARY SCHOOL …… / …… ACADEMIC YEAR ENGLISH LESSON / GRADE 7 / ANNUAL PLAN**

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| **MONTH** | **WEEK** | **HOUR** | **FUNCTIONS** | **TOPICS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EVALUATION** |
| **SEPTEMBER - OCTOBER** | **2** | **8** | Describingcharacters /peopleGivingexplanations /reasonsMaking simplecomparisonsMaking simpleinquiries | **Unit 1 :****Appearance and****Personality** | **Listening**• 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.**Spoken Interaction**• Students will be able to ask and answer questions about 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 to visual concepts in memory via familiar, easily retrievable visualizations.**Attitudes**• Students will be able to display a willingness tocommunicate with their peers in English. | **Texts**Diaries / JournalEntriesIllustrationsJokesPersonal NarrativesPlaysPostersProductsQuestionnairesTables**Activities**Chants and SongsCommunicativeTasksDrawing andColouringListeningMatchingQuestions andAnswersReadingComprehensionQuestionsSkimming andScanningSpeaking | **Project**• Students prepare aposter of a famousperson they like. Theydescribe his /her appearance and personality.**Dossier**• Students start filling in the EuropeanLanguage Portfolio.Ask students to bring in their portfoliosfrom last year. |

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| **MONTH** | **WEEK** | **HOUR** | **FUNCTIONS** | **TOPICS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EVALUATION** |
| **OCTOBER - NOVEMBER** | **4** | **16** | 29th OctoberAtatürk, thefounder of TurkishRepublic(29 EkimCumhuriyetBayramı)Givingexplanations /reasonsMaking simpleinquiriesTalking about pasteventsTelling the time,days and dates | **Unit 2 :****Biographies** | **Listening**• Students will be able to recognize essentialinformation from short recorded passages dealing with past events and dates.**Spoken Interaction**• Students will be able to make themselves understood in 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 information in texts in which the dates and names play an important role 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. | **Texts**Biographical TextsChildren’sEncyclopediaDiaries / JournalEntriesE-mailsJokesLettersNews ReportsPersonal Narratives**Activities**Chants and SongsGuessing wordmeaning fromcontextListeningMatchingQuestions andAnswersReadingComprehensionQuestionsReal-life TasksSkimming andScanningSpeaking | **Project**• Students choose ascientist or historicalfigure, learn about his/her life and write his/her biography. Then, they report to the class or record theirvoices talking about his/her life. |

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| **MONTH** | **WEEK** | **HOUR** | **FUNCTIONS** | **TOPICS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EVALUATION** |
| **NOVEMBER - DECEMBER** | **3** | **12** | 10th November,The anniversary ofAtatürk’s passing away(10 Kasım Atatürk’üAnma Günü ve AtatürkHaftası)Describing thefrequency of actionsDescribing whatpeople are doing nowDescribing whatpeople do regularlyGiving explanationsand reasonsMaking simple inquiriesTalking about pasteventsTelling people what weknow | **Unit 3 :****Sports** | **Listening**• Students will be able to recognize frequency adverbs in short recorded passages dealing with predictable everyday matters 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 texts on 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 to visual concepts.• Students will be able to say when they do not understand. | **Texts**Biographical TextsChildren’sEncyclopediaNews ReportsPersonal NarrativesQuestionnairesConversationsIllustrationsPostersTables**Activities**CognatesCommunicativeTasksFlashcardsListeningQuestions andAnswersReadingComprehensionQuestionsReal-life TasksSkimming andScanningSpeaking | **Projects**• Students imagine they are journalists.They choose a famous sports figure fromtheir own oranother country. They interview him/herabout his/her daily life.• Students writea paragraph tosummarize whathappened in a sports game. |

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| **MONTH** | **WEEK** | **HOUR** | **FUNCTIONS** | **TOPICS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EVALUATION** |
| **DECEMBER** | **4** | **16** | Describing thefrequency ofactionsGivingexplanations &reasonsMaking simpleinquiriesMaking simplesuggestionsTalking about pastevents | **Unit 4 :****Wild Animals** | **Listening**• 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.**Spoken Interaction**• Students will be able to ask people questions aboutcharacteristics of wild animals.**Spoken Production**• Students will be able to make simple suggestions.• Students will be able to make simple sentences related past and present events.**Reading**• 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.**Writing**• Students will be able to write simple structures describing wildlife.**Compensation Strategies**• Students will be able to relate new information to visual concepts.• Students will be able to say when they do not understand. | **Texts**BrochuresDiaries / JournalEntriesMapsChildren’sEncyclopediaPersonal NarrativesNotes andMessagesTables**Activities**Arts and CraftsCognatesDrawing andColouringFlashcardsLabelingListeningMatchingReadingComprehensionQuestionsSkimming andScanningSpeaking | **Project**• Students choose two wild animals andprepare an informativechildren’sleaflet about them.They use a lot ofpictures and narrate details about theanimals’ lives. |
| **FIRST WRITTEN****EXAM** |

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| **MONTH** | **WEEK** | **HOUR** | **FUNCTIONS** | **TOPICS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EVALUATION** |
| **JANUARY** | **4** | **16** | 01 January NewYear(1 Ocak 2015Yılbaşı)Describingwhat people doregularlyExpressingpreferencesGivingexplanations /reasonsMaking simpleinquiriesStating personalopinionsTalking about pastevents | **Unit 5 :****Television** | **Listening**• Students will be able to understand enough to managesimple, routine exchanges on every day matters (e. g., TVprograms) 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 personal experiences.**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 arefamiliar to me if the text is written in simple language.**Writing**• Students will be able to write simple sentences and phrases about their preferences.• Students will be able to write short, simple sentences inpast events.• Students will be able to relate new information to visualconcepts.**Compensation Strategies**• Students will be able to say when they do not understand.**Attitudes**• Students realize the need to learn English especially whenTV or movies are considered. | **Texts**AdvertisementsDiaries / JournalEntriesE-mailsNews ReportsPersonal lettersPersonal NarrativesQuestionnairesTables**Activities**Guessing wordmeaning fromcontextListeningReadingComprehensionQuestionsReal-life TasksSkimming andScanningSpeaking | **Projects**• Students choose two types of TV programs that they frequentlywatch and writea short paragraphexplaining why they like them. They supporttheir paragraphs with visuals.• Students prepare a short televisionprogram and actit out, either videorecording it orperforming in front of the class. |
| **SECOND WRITTEN****EXAM** |

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| **MONTH** | **WEEK** | **HOUR** | **FUNCTIONS** | **TOPICS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EVALUATION** |
| **FEBRUARY** | **3** | **12** | Accepting& refusingExpressing basicneedsExpressingquantityGiving andrespondingto simpleinstructionsMaking simplesuggestions | **Unit 6 :****Parties** | **Listening**• Students will be able to recognize phrases and expressions related to suggestions, immediate needs and quantity of things.**Spoken Interaction**• Students will be able to discuss with other people what todo 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 messages from 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 and phrases about what is needed for a special occasion.**Compensation Strategies**• Students will be able to ask people to repeat when they don’t understand. | **Texts**Diaries / JournalEntriesE-mailsPersonal NarrativesPhoneconversationsQuestionnairesRecipesConversationsIllustrationsLists**Activities**ListeningRole-play andSimulationsSkimming andScanningSpeaking | **Project**• Students imagine that they are going to organize a surprise birthday party for a close friend. Theyprepare an invitation card to send theirfriends. |

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| **MONTH** | **WEEK** | **HOUR** | **FUNCTIONS** | **TOPICS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EVALUATION** |
| **MARCH** | **4** | **16** | 18th MarchTheRemembrance ofÇanakkale Martyrs(18 Mart ŞehitleriAnma Günü veÇanakkale DenizZaferi)Makingpredictions aboutthe futureMaking simpleinquiriesMaking simplesuggestionsTalking aboutpossessions | **Unit 7 :****Superstitions** | **Listening**• Students will be able to understand phrases and expressions related to future predictions and future events if spoken clearly and slowly.**Spoken Interaction**• Students will be able to make ask and answer about simple predictions about the future.**Spoken Production**• Students will be able to talk about future predictions.**Reading**• Students will be able to understand short, simple texts written 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. | **Texts**AdvertisementsJokesIllustrationsQuestionnairesConversationsBrochuresPersonal NarrativesTables**Activities**GamesListeningSkimming andScanningSpeakingStory-tellingQuestions andAnswersReal-life TasksRole-play andSimulations | **Projects**• Students interviewtheir relatives about their superstitionsand prepare a chart to display the results.• Students prepare a poster showingdifferent cultures’beliefs about items that bring good and bad luck. |

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| **MONTH** | **WEEK** | **HOUR** | **FUNCTIONS** | **TOPICS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EVALUATION** |
| **MARCH –APRIL** | **4** | **16** | Describingwhat people doregularlyGivingexplanations &reasonsMaking simplesuggestionsTalking aboutplansTalking about pastevents | **Unit 8 :****Public Buildings** | **Listening**• 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.**Spoken Production**• Students will be able to make suggestions and give reasons.• Students will be able to describe past activities.**Reading**• Students will be able to recognize familiar words and very simple phrases on simple notices in the most common everyday 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 | **Texts**Diaries / JournalEntriesMapsNews ReportsLists**Activities**LabelingListeningMatchingQuestions andAnswersReadingComprehensionQuestionsReal-life TasksSkimming andScanningSpeaking | **Project**• Students prepare a map of theirneighborhood,including publicbuildings, and write why they go to each of these places. |
| **FIRST WRITTEN****EXAM** |

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| **MONTH** | **WEEK** | **HOUR** | **FUNCTIONS** | **TOPICS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EVALUATION** |
| **APRIL** | **4** | **16** | 23rd AprilNationalSovereignty andChildren’s Day(23 Nisan UlusalEgemenlik veÇocuk Bayramı)1st MayInternationalWorkers’ Day(1 Mayıs Emek veDayanışma Günü)Describing simpleprocessesExpressingobligationGivingexplanations &reasonsGiving &respondingto simpleinstructionsTelling someonewhat to do | **Unit 9 :****Environment** | **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 simplesuggestions.• Students will be able to give someone simple instructions about 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 information in simple, written material such as letters, brochures and short 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 a process.**Compensation Strategies**• Students will be able to cope with a limited number of straightforward follow-up questions. | **Texts**BrochuresDiaries / JournalEntriesMapsNews ReportsQuestionnairesCataloguesChildren’sEncyclopedia**Activities**CognatesListeningReal-life TasksReorderingRole-play andSimulationsSkimming andScanning | **Project**• Students prepare a poster showing what happens if wedo or do not takeprecautions to protect our world. |
| **SECOND WRITTEN****EXAM** |

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| **MONTH** | **WEEK** | **HOUR** | **FUNCTIONS** | **TOPICS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EVALUATION** |
| **MAY - JUNE** | **4** | **16** | 19th MayYouth and SportsDay(19 MayısAtatürk’ü AnmaGençlik ve SporBayramı)Making simplecomparisonsTelling the time,days and datesTalking about pasteventsTelling peoplewhat we knowTelling the time,days and dates | **Unit 10 :****Planets** | **Listening**• Students will be able to generally identify the topic of discussion about popular science which is conducted slowly and clearly.**Spoken Interaction**• Students will be able to ask people questions about facts and general truths.**Spoken Production**• Students will be able to talk about general truths.**Reading**• Students will be able to identify specific information in simple written material such as brochures and short newspaper articles describing facts.**Writing**• Students will be able to give short, basic descriptions of general truths and facts.**Compensation Strategies**• Students will be able to relate new information to visual concepts.**Attitudes**• Students will be able to display a willingness to communicate with their peers in English. | **Texts**Children’sEncyclopediaDiaries / JournalEntriesMapsPostersQuestionnaires**Activities**CognatesLabelingListeningQuestions andAnswersReadingComprehensionQuestionsSkimming andScanningSpeaking | **Project**• Students prepare a poster about NASA’sCuriosity Project to Mars by using online resources.**Dossier**• Students completeand hand in theEuropean LanguagePortfolio. Keep the portfolio at school or instruct students to bring it back thefollowing year |