**…………………… 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** | Describing  characters /  people  Giving  explanations /  reasons  Making simple  comparisons  Making simple  inquiries | **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 about  appearances and personalities and make simple comparisons.  **Writing**  • Students will be able to write simple sentences and  phrases 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 to  communicate with their peers in English. | **Texts**  Diaries / Journal  Entries  Illustrations  Jokes  Personal Narratives  Plays  Posters  Products  Questionnaires  Tables  **Activities**  Chants and Songs  Communicative  Tasks  Drawing and  Colouring  Listening  Matching  Questions and  Answers  Reading  Comprehension  Questions  Skimming and  Scanning  Speaking | **Project**  • Students prepare a  poster of a famous  person they like. They  describe his /  her appearance and personality.  **Dossier**  • Students start filling in the European  Language Portfolio.  Ask students to bring in their portfolios  from last year. |

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| **MONTH** | **WEEK** | **HOUR** | **FUNCTIONS** | **TOPICS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EVALUATION** |
| **OCTOBER - NOVEMBER** | **4** | **16** | 29th October  Atatürk, the  founder of Turkish  Republic  (29 Ekim  Cumhuriyet  Bayramı)  Giving  explanations /  reasons  Making simple  inquiries  Talking about past  events  Telling the time,  days and dates | **Unit 2 :**  **Biographies** | **Listening**  • Students will be able to recognize essential  information 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 and  personal 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 simple  sentences 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 Texts  Children’s  Encyclopedia  Diaries / Journal  Entries  E-mails  Jokes  Letters  News Reports  Personal Narratives  **Activities**  Chants and Songs  Guessing word  meaning from  context  Listening  Matching  Questions and  Answers  Reading  Comprehension  Questions  Real-life Tasks  Skimming and  Scanning  Speaking | **Project**  • Students choose a  scientist or historical  figure, learn about his/  her life and write his/  her biography. Then, they report to the class or record their  voices 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 of  Atatürk’s passing away  (10 Kasım Atatürk’ü  Anma Günü ve Atatürk  Haftası)  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 | **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 the  frequency of events.  **Spoken Production**  • 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.  **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 and  phrases 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 Texts  Children’s  Encyclopedia  News Reports  Personal Narratives  Questionnaires  Conversations  Illustrations  Posters  Tables  **Activities**  Cognates  Communicative  Tasks  Flashcards  Listening  Questions and  Answers  Reading  Comprehension  Questions  Real-life Tasks  Skimming and  Scanning  Speaking | **Projects**  • Students imagine they are journalists.  They choose a famous sports figure from  their own or  another country. They interview him/her  about his/her daily life.  • Students write  a paragraph to  summarize what  happened 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 the  frequency of  actions  Giving  explanations &  reasons  Making simple  inquiries  Making simple  suggestions  Talking about past  events | **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 about  characteristics 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**  Brochures  Diaries / Journal  Entries  Maps  Children’s  Encyclopedia  Personal Narratives  Notes and  Messages  Tables  **Activities**  Arts and Crafts  Cognates  Drawing and  Colouring  Flashcards  Labeling  Listening  Matching  Reading  Comprehension  Questions  Skimming and  Scanning  Speaking | **Project**  • Students choose two wild animals and  prepare an informative  children’s  leaflet about them.  They use a lot of  pictures and narrate details about the  animals’ 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 New  Year  (1 Ocak 2015  Yılbaşı)  Describing  what people do  regularly  Expressing  preferences  Giving  explanations /  reasons  Making simple  inquiries  Stating personal  opinions  Talking about past  events | **Unit 5 :**  **Television** | **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’s  preferences.  • 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 simple  sentences to describe past events.  **Reading**  • 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.  **Writing**  • 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.  **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. | **Texts**  Advertisements  Diaries / Journal  Entries  E-mails  News Reports  Personal letters  Personal Narratives  Questionnaires  Tables  **Activities**  Guessing word  meaning from  context  Listening  Reading  Comprehension  Questions  Real-life Tasks  Skimming and  Scanning  Speaking | **Projects**  • Students choose two types of TV programs that they frequently  watch and write  a short paragraph  explaining why they like them. They support  their paragraphs with visuals.  • Students prepare a short television  program and act  it out, either video  recording it or  performing 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  & refusing  Expressing basic  needs  Expressing  quantity  Giving and  responding  to simple  instructions  Making simple  suggestions | **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 to  do and where to go and how to make arrangements.  **Spoken Production**  • Students will be able to make suggestions and express  quantity.  **Reading**  • 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.  **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 / Journal  Entries  E-mails  Personal Narratives  Phone  conversations  Questionnaires  Recipes  Conversations  Illustrations  Lists  **Activities**  Listening  Role-play and  Simulations  Skimming and  Scanning  Speaking | **Project**  • Students imagine that they are going to organize a surprise birthday party for a close friend. They  prepare an invitation card to send their  friends. |

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| **MONTH** | **WEEK** | **HOUR** | **FUNCTIONS** | **TOPICS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **MATERIALS** | **EVALUATION** |
| **MARCH** | **4** | **16** | 18th March  The  Remembrance of  Çanakkale Martyrs  (18 Mart Şehitleri  Anma Günü ve  Çanakkale Deniz  Zaferi)  Making  predictions about  the future  Making simple  inquiries  Making simple  suggestions  Talking about  possessions | **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**  Advertisements  Jokes  Illustrations  Questionnaires  Conversations  Brochures  Personal Narratives  Tables  **Activities**  Games  Listening  Skimming and  Scanning  Speaking  Story-telling  Questions and  Answers  Real-life Tasks  Role-play and  Simulations | **Projects**  • Students interview  their relatives about their superstitions  and prepare a chart to display the results.  • Students prepare a poster showing  different 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** | Describing  what people do  regularly  Giving  explanations &  reasons  Making simple  suggestions  Talking about  plans  Talking about past  events | **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 and  phrases 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 / Journal  Entries  Maps  News Reports  Lists  **Activities**  Labeling  Listening  Matching  Questions and  Answers  Reading  Comprehension  Questions  Real-life Tasks  Skimming and  Scanning  Speaking | **Project**  • Students prepare a map of their  neighborhood,  including public  buildings, 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 April  National  Sovereignty and  Children’s Day  (23 Nisan Ulusal  Egemenlik ve  Çocuk Bayramı)  1st May  International  Workers’ Day  (1 Mayıs Emek ve  Dayanışma Günü)  Describing simple  processes  Expressing  obligation  Giving  explanations &  reasons  Giving &  responding  to simple  instructions  Telling someone  what to do | **Unit 9 :**  **Environment** | **Listening**  • 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.  **Spoken Interaction**  • Students will be able to make and respond to simple  suggestions.  • Students will be able to give someone simple instructions about what to do.  **Spoken Production**  • Students will be able to give a simple description or  presentation 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**  Brochures  Diaries / Journal  Entries  Maps  News Reports  Questionnaires  Catalogues  Children’s  Encyclopedia  **Activities**  Cognates  Listening  Real-life Tasks  Reordering  Role-play and  Simulations  Skimming and  Scanning | **Project**  • Students prepare a poster showing what happens if we  do or do not take  precautions 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 May  Youth and Sports  Day  (19 Mayıs  Atatürk’ü Anma  Gençlik ve Spor  Bayramı)  Making simple  comparisons  Telling the time,  days and dates  Talking about past  events  Telling people  what we know  Telling 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’s  Encyclopedia  Diaries / Journal  Entries  Maps  Posters  Questionnaires  **Activities**  Cognates  Labeling  Listening  Questions and  Answers  Reading  Comprehension  Questions  Skimming and  Scanning  Speaking | **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 |