

TIME			Functions&Useful Language	Language Skills and Learning Outcomes	UNITS Theme	Suggested Contexts, Tasks and Assignments	Activities & Out of school learning
MONTH	WEEK	HOURS					
09-13 September	1	4	<b>Describing characters/people (Making simple inquiries)</b>  What does your best friend look like? S/he is attractive, with curly hair and green eyes.  What is s/he like? S/he is slimmer than me and s/he has short and dark hair.  —My cousin is more outgoing than me; s/he has a lot of friends.  <b>Making simple comparisons (Giving explanations/reasons)</b>  S/he can play basketball well because s/he is taller than me.	<b>Listening</b> E7.1.L1. Students will be able to understand clear, standard speech on appearances and personalities.  <b>Spoken Interaction</b> 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.  <b>Reading</b> E7.1.R1. Students will be able to understand a simple text about appearances and personalities, and make simple comparisons.  <b>Writing</b> E7.1.W1. Students will be able to write simple pieces to compare people.	<b>UNIT 1 APPERANCE AND PERSONALITY</b>	<b>Contexts</b>  Blogs, Diaries/Journal Entries Illustrations, Jokes, Magazines Plays, Podcasts, Posters Questionnaires, Stories, Tables Videos  <b>Tasks/Activities</b>  Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Labeling, Matching Questions and Answers Reordering, Storytelling True/False/No information  <b>Assignments</b>  • 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.	getting extra information about the subject  practice language with their friends and take notes  put into practice their knowledge  observing the environments and people related to the lesson subject  meeting with relevant experts on the subject of the course  preparing posters on the subject and hanging them around  making research from different sources on the subject (internet/films/videos/songs etc.)  design a project about the subject
16-20 September	2	4					
23-27 September	3	4					
30 September-04 October	4	4					

TIME			Functions&Useful Language	Language Skills and Learning Outcomes	UNITS Theme	Suggested Contexts, Tasks and Assignments	Activities & Out of school learning
MONTH	WEEK	HOURS					
07-11 October	5	4	<b>Talking about routines and daily activities</b>  —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./Three times a week.  He usually goes jogging in the park.	<b>Listening</b> E7.2.L1. Students will be able to recognize frequency adverbs in simple oral texts.  <b>Spoken Interaction</b> E7.2.SI1. Students will be able to ask questions related to the frequency of events.  <b>Spoken Production</b> E7.2.SP1. Students will be able to talk about routines/daily activities by using frequency adverbs.  <b>Reading</b> E7.2.R1. Students will be able to understand short and simple texts on sports.  <b>Writing</b> E7.2.W1. Students will be able to write pieces about routines/daily activities by using frequency adverbs.	<b>UNIT 2 SPORTS</b>	<b>Contexts</b>  Biographical Texts, Blogs Diaries/Journal Entries E-mails, Illustrations, Jokes Letters, Magazines, News, Plays Podcasts, Posters Probes/Realia, Questionnaires  <b>Tasks/Activities</b>  Drama (Role Play, Simulation, Pantomime) Find Someone Who... Games Guessing Information/Opinion Gap Information Transfer Questions and Answers Reordering Storytelling True/False/No information  <b>Assignments</b>  • Students choose a famous sports figure from their own or another country, and they write about his/her routines/daily activities	getting extra information about the subject  practice language with their friends and take notes  put into practice their knowledge  observing the environments and people related to the lesson subject  meeting with relevant experts on the subject of the course  preparing posters on the subject and hanging them around  making research from different sources on the subject (internet/films/videos/songs etc.)  design a project about the subject  <b>29th October Republic Day</b>  <b>EXAMINATION WEEK (30 October-08 November)</b> <b>1<sup>st</sup> TERM</b> <b>1<sup>st</sup> WRITTEN EXAM</b>
14-18 October	6	4					
21-25 October	7	4					

28 October-01 November	8	4					
------------------------------	---	---	--	--	--	--	--

TIME			Functions&Useful Language	Language Skills and Learning Outcomes	UNITS Theme	Suggested Contexts, Tasks and Assignments	Activities & Out of school learning
MONTH	WEEK	HOURS					
04-08 November	9	4	<b>Talking about past events (Making simple inquiries)</b>  S/he was a hardworking person.  S/he was alone and s/he had an interesting life.  Why did s/he move to Manchester? S/he moved to Manchester to study physics.  <b>Telling the time, days and dates</b>  She/he was born in London in 1970. She/he grew up in London and s/ he stayed there until 1988.	<b>Listening</b> E7.3.L1. Students will be able to recognize specific information in oral texts dealing with past events and dates.  <b>Spoken Interaction</b> E7.3.SI1. Students will be able to talk about past events with definite time.  <b>Spoken Production</b> E7.3.SP1. Students will be able to describe past events and experiences.  <b>Reading</b> E7.3.R1. Students will be able to spot specific information about names and dates in past events in written texts.  <b>Writing</b> E7.3.W1. Students will be	<b>UNIT 3 BIOGRAPHIES</b>	<b>Contexts</b>  Biographical Texts,Blogs Diaries/Journal Entries E-mails,Illustrations,Jokes Letters,Magazines,News,Plays Podcasts,Posters Probes/Realia,Questionnaires Reports,Stories,Tables,Videos  <b>Tasks/Activities</b>  Drama (Role Play, Simulation, Pantomime) Find Someone Who... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information  <b>Assignments</b>	<b>10<sup>th</sup> November, The anniversary of Atatürk's passing away</b>  getting extra information about the subject  practice language with their friends and take notes  put into practice their knowledge  observing the environments and people related to the lesson subject  meeting with relevant experts on the subject of the course  preparing posters on the subject and hanging them around  making research from different sources on the subject (internet/films/videos/songs etc.)
18-22 November	10	4					

25-29 November	11	4		able to write a short and simple report about past events.		<ul style="list-style-type: none"> <li>Students choose a scientist or a historical figure, do research about his/her life and write a short biography about him/her.</li> </ul>	design a project about the subject
02-06 December	12	4					

TIME			Functions&Useful Language	Language Skills and Learning Outcomes	UNITS Theme	Suggested Contexts, Tasks and Assignments	Activities & Out of school learning
MONTH	WEEK	HOURS					
09-13 December	13	4	<b>Describing the frequency of actions</b>  Tigers usually hunt during the day.  <b>Making simple inquiries</b>  Where do tigers live? — They live in Asia.  -Which animals are now extinct? Dodo birds  <b>Making simple suggestions</b>  What should we do to protect wildlife? — We should protect wild animals. — We shouldn't hunt them.	<b>Listening</b> 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.  <b>Spoken Interaction</b> E7.4.SI1. Students will be able to ask people questions about characteristics of wild animals.  <b>Spoken Production</b> E7.4.SP1. Students will be able to make simple	<b>UNIT 4 WILD ANIMALS</b>	<b>Contexts</b>  Blogs, Diaries/Journal Entries Illustrations, Jokes, Magazines Plays, Podcasts, Posters Questionnaires, Stories, Tables Videos  <b>Tasks/Activities</b>  Drama (Role Play, Simulation, Pantomime) Find Someone Who... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching	getting extra information about the subject  practice language with their friends and take notes  put into practice their knowledge  observing the environments and people related to the lesson subject  meeting with relevant experts on the subject of the course  preparing posters on the subject and hanging them around

16-20 December	14	4	<b>Talking about past events (Giving explanations/reasons)</b>  Some animals became extinct because people hunted them for different reasons. People always harmed wild animals because they were afraid of them.	suggestions. E7.4.SP2. Students will be able to report on past and present events.		Questions and Answers True/False/No information  <b>Assignments</b>  <ul style="list-style-type: none"> <li>• Students keep expanding their visual dictionary by including new vocabulary items.</li> <li>• Students choose two wild animals and prepare a poster describing them. Then, students make suggestions to protect wild animals.</li> </ul>	making research from different sources on the subject (internet/films/videos/songs etc.)  design a project about the subject
23-27 December	15	4		<b>Reading</b> E7.4.R1. Students will be able to understand past and present events in simple texts. E7.4.R2. Students will be able to spot the names of wild animals in simple texts.			
				<b>Writing</b> E7.4.W1. Students will be able to write pieces describing wildlife.			

TIME			Functions&Useful Language	Language Skills and Learning Outcomes	UNITS Theme	Suggested Contexts, Tasks and Assignments	Activities & Out of school learning
MONTH	WEEK	HOURS					

30 December -03 January	16	4	<b>Describing what people do regularly</b>  I never/sometimes/often/usually/always watch football matches at weekends. I can't wait for it.	<b>Listening</b> E7.5.L1. Students will be able to understand simple oral texts about daily routines and preferences. <b>Spoken Interaction</b> 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.	<b>UNIT 5 TELEVISION</b>	<b>Contexts</b>  Advertisements, Blogs Diaries/Journal Entries E-mails, Illustrations Magazines, News, Reports, Podcasts Posters, Questionnaires Stories, Tables, Videos, Websites	<b>EXAMINATION WEEK (30 December-10 January) 1<sup>st</sup> term 2<sup>nd</sup> WRITTEN EXAM</b>
06-10 January	17	4	<b>Expressing preferences</b>  I prefer movies to TV series. S/he prefers talk shows to reality shows. My favorite TV program is...  <b>Stating personal opinions</b>  Talk shows are usually amusing, but I think reality shows are pretty boring.	<b>Spoken Production</b> 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. <b>Reading</b> 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.		<b>Tasks/Activities</b>  Drama (Role Play, Simulation, Pantomime) Find Someone Who... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Storytelling True/False/No information	getting extra information about the subject  practice language with their friends and take notes  put into practice their knowledge
13-17 January	18	4	<b>Talking about past events</b>  -Did you watch the wild life documentary last night? I watched it last night, and it was fantastic.	<b>Writing</b> E7.5.W1. Students will be able to write pieces about daily routines and preferences.		<b>Assignments</b>  • Students choose two types of TV programs that they frequently watch and prepare a poster giving information about the programs	observing the environments and people related to the lesson subject  meeting with relevant experts on the subject of the course  preparing posters on the subject and hanging them around  making research from different sources on the subject (internet/films/videos/songs etc.)
<b>SEMESTER HOLIDAY: 20 -31 January -2025</b>							
design a project about the subject							

TIME	Functions&Useful Language	Language Skills and Learning Outcomes	UNITS Theme	Suggested Contexts, Tasks and Assignments	Activities & Out of school learning
------	---------------------------	---------------------------------------	-------------	---	-------------------------------------

MONTH	WEEK	HOURS					
03-07 February	19	4		<b>Listening</b>  E7.6.L1. Students will be able to recognize utterances related to suggestions, needs and quantity of things.		<b>Contexts</b>  Advertisements, Blogs Diaries/Journal Entries E-mails, Illustrations Magazines, News, Reports, Podcasts Posters, Questionnaires Stories, Tables, Videos, Websites	getting extra information about the subject
10-14 February	20	4	<b>Making simple suggestions (Accepting and refusing)</b>  Would you like some cake? —Yes, please. Just a little. I'll get a sandwich.  Would you like one? —No, thanks. I am full.	<b>Spoken Interaction</b>  E7.6.SI1. Students will be able to talk about arrangements and sequences of actions.		<b>Tasks/Activities</b>  Drama (Role Play, Simulation, Pantomime) Find Someone Who... Games Guessing Information/Opinion Gap Information Transfer Labeling, Matching Questions and Answers	practice language with their friends and take notes  put into practice their knowledge
17-21 February	21	4	<b>Making arrangements and sequencing the actions</b>  It is easy to organize a great party. First, you should prepare a guest list. Then, you should decorate your place. Finally, you should prepare lots of food.  <b>Expressing needs and quantity</b>	<b>Spoken Production</b>  E7.6.SP1. Students will be able to make suggestions. E7.6.SP2. Students will be able to express needs and quantity.	<b>UNIT 6 CELEBRATIONS</b>	<b>Assignments</b>  • Students keep expanding their visual dictionary by including new vocabulary items. • Students organize a surprise party. They prepare a list for needs, guests and food. They also prepare an invitation card.	observing the environments and people related to the lesson subject  meeting with relevant experts on the subject of the course  preparing posters on the subject and hanging them around  making research from different sources on the subject (internet/films/videos/songs etc.)
24-28 February	22	4	We need some/a lot of balloons. I have a lot of/many/one or two/some presents.	<b>Reading</b> E7.6.R1. Students will be able to understand texts about celebrations.  <b>Writing</b> E7.6.W1. Students will be able to write invitation cards.			design a project about the subject

TIME			Functions&Useful Language	Language Skills and Learning Outcomes	UNITS Theme	Suggested Contexts, Tasks and Assignments	Activities & Out of school learning
MONTH	WEEK	HOURS					
03-07 March	23	4	<b>Making predictions</b>  Will I be successful in my career? —Yes, you will. Definitely! Also, You will be very happy in your relationship.  Do you think so? —I hope so./I hope not. —You will make good friends. What is your dream for the future? —I will definitely go to university, but I may not live in a big city. I may get married. The world will be a more peaceful place. The Internet will become more popular.	<b>Listening</b>  E7.7.L1. Students will be able to understand utterances about predictions and future events in simple oral texts.  <b>Spoken Interaction</b>  E7.7.SI1. Students will be able to talk about simple predictions.  <b>Spoken Production</b>  E7.7.SP1. Students will be able to report on simple predictions.  <b>Reading</b>  E7.7.R1. Students will be able to understand short and simple texts about predictions.  <b>Writing</b>  E7.7.W1. Students will be able to write pieces about predictions and future events	<b>UNIT 7 DREAMS</b>	<b>Contexts</b>  Blogs, Diaries/Journal Entries Illustrations, Jokes, Magazines Plays, Podcasts, Posters Questionnaires, Stories, Tables Videos  <b>Tasks/Activities</b>  Drama (Role Play, Simulation, Pantomime) Find Someone Who... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information  <b>Assignments</b>  • Students write a simple letter about their dreams and expectations from the future. • Students keep expanding their visual dictionary by including new vocabulary items.	<b>12th March Acceptance of the national anthem</b>  <b>18th March The Remembrance of Çanakkale Martyrs</b>  getting extra information about the subject  practice language with their friends and take notes  put into practice their knowledge  observing the environments and people related to the lesson subject  <div> <b>EXAMINATION WEEK</b>  <b>(17-28 March)</b>  <b>2<sup>nd</sup> TERM 1<sup>st</sup> WRITTEN EXAM</b> </div> meeting with relevant experts on the subject of the course  preparing posters on the subject and hanging them around  making research from different sources on the subject (internet/films/videos/songs etc.)  design a project about the subject
10-14 March	24	4					
17-21 March	25	4					
24-28 March	26	4					
<b>31 March -04 April 2<sup>nd</sup> MIDTERM BREAK</b>							



TIME			Functions&Useful Language	Language Skills and Learning Outcomes	UNITS Theme	Suggested Contexts, Tasks and Assignments	Activities & Out of school learning
MONTH	WEEK	HOURS					
07-11 April	27	4	<b>Giving explanations/reasons</b>  You should play in the new park to make friends.  * he can go to shopping malls to buy anything.  *You may go to the police station to report the burglary.  *I usually visit the hospital to see my doctor.  *he went to the cinema to watch a documentary about wild life.  *They went to the bookshop to buy a sports magazine.	<b>Listening</b>  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.	<b>UNIT 8 PUBLIC BUILDINGS</b>	<b>Contexts</b>  Blogs, Diaries/Journal Entries Illustrations, Jokes, Magazines Plays, Podcasts, Posters Questionnaires, Stories, Tables Videos  <b>Tasks/Activities</b>  Drama (Role Play, Simulation, Pantomime), Find Someone Who... Games,Guessing Information/Opinion Gap Information Transfer, Labeling Matching,Questions and Answers Reordering Storytelling True/False/No information  <b>Assignments</b>  • Students prepare a map of their neighborhood, including public buildings, and write why they go to each of these places.	getting extra information about the subject  practice language with their friends and take notes  put into practice their knowledge  Ramadan Fest  observing the environments and people related to the lesson subject  meeting with relevant experts on the subject of the course  preparing posters on the subject and hanging them around  making research from different sources on the subject (internet/films/videos/songs etc.)  <b>23<sup>rd</sup> April</b> <b>National Sovereignty and Children's Day</b>  design a project about the subject
14-18 April	28	4		<b>Spoken Interaction</b>  E7.8.SI1. Students will be able to give explanations with reasons.			
21-25 April	29	4		<b>Spoken Production</b>  E7.8.SP1. Students will be able to report on explanations with reasons.			
28 April-02 May	30	4		<b>Reading</b>  E7.8.R1. Students will be able to understand simple expressions and recognize familiar words about explanations with reasons.  <b>Writing</b>  E7.8.W1. Students will be able to write pieces about explanations with reasons.			

TIME			Functions&Useful Language	Language Skills and Learning Outcomes	UNITS Theme	Suggested Contexts, Tasks and Assignments	Activities & Out of school learning
MONTH	WEEK	HOURS					
05-09 May	31	4	<b>Describing simple processes</b> First, get the seeds. Then, plant and water them.  <b>Expressing obligation</b> What should we do for our environment? —We have to start using public transportation.  —Stop polluting the rivers. We must stop destroying forests.  <b>Giving explanations/reasons</b> Rain forests are important because they are necessary for oxygen.  We should protect wild animals because they are important for the balance of the nature.	<b>Listening</b> 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. <b>Spoken Interaction</b> 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. <b>Spoken Production</b> E7.9.SP1. Students will be able to give a simple description or presentation of a process. <b>Reading</b> E7.9.R1. Students will be able to identify specific information in various texts about environment. <b>Writing</b> 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	<b>UNIT 9 ENVIRONMENT</b>	<b>Contexts</b>  Advertisements, Blogs Diaries/Journal Entries E-mails, Illustrations Magazines, News, Reports, Podcasts Posters, Questionnaires Stories, Tables, Videos, Websites  <b>Tasks/Activities</b>  Drama (Role Play, Simulation, Pantomime) Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information  <b>Assignments</b>  • Students prepare a poster showing the ways of protecting our environment.	getting extra information about the subject  practice language with their friends and take notes  put into practice their knowledge  observing the environments and people related to the lesson subject  meeting with relevant experts on the subject of the course  preparing posters on the subject and hanging them around  <b>19 May Youth And Sports Day</b>  making research from different sources on the subject (internet/films/videos/songs etc.)  design a project about the subject
12-16 May	32	4					
19-23 May	33	4					

TIME			Functions&Useful Language	Language Skills and Learning Outcomes	UNITS Theme	Suggested Contexts, Tasks and Assignments	Activities & Out of school learning
MONTH	WEEK	HOURS					
26-30 May	34	4		<b>Listening</b> E7.10.L1. Students will be able to identify the discussion topic about popular science in simple oral texts.		<b>Contexts</b>  Blogs,Diaries/Journal Entries Illustrations,Jokes,Magazines Plays,Podcasts,Posters Questionnaires,Stories,Tables Videos	<div>EXAMINATION WEEK (26 May-13 June) 2<sup>nd</sup> TERM 2<sup>nd</sup> WRITTEN EXAM</div> getting extra information about the subject  practice language with their friends and take notes  put into practice their knowledge  observing the environments and people related to the lesson subject  meeting with relevant experts on the subject of the course  preparing posters on the subject and hanging them around  making research from different sources on the subject (internet/films/videos/songs etc.)  design a project about the subject
02-06 June	35	4	<b>Making simple comparisons</b>  —Jupiter is larger than Saturn. —Uranus is cooler than Saturn.  <b>Talking about past events</b>  -When did scientists discover Pluto?	<b>Spoken Interaction</b> E7.10.SI1. Students will be able to make simple comparisons. E7.10.SI2. Students will be able to talk about past events.		<b>Tasks/Activities</b>  Drama (Role Play,Simulation, Pantomime), Find Someone Who... Games,GuessingInformation/Opinion Gap,Information Transfer Labeling,Matching Questions and Answers,Reordering,Storytelling True/False/No information	
09-13 June	36	4	In 2003, the Mars Exploration Mission began. They discovered evidence of water.  <b>Making simple inquiries</b>  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?	<b>Spoken Production</b> E7.10.SP1. Students will be able to report on general truths in various ways. Reading E7.10.R1. Students will be able to identify specific information in various texts about facts and general truths. E7.10.R2. Students will be able to identify specific information about past events. <b>Writing</b> E7.10.W1. Students will be able to write short and basic descriptions of facts and general truths	UNIT 10 PLANETS	<b>Assignments</b>  • Students complete and reflect on their visual dictionaries.  • Students prepare a poster about our solar system and give information about the planets.	

16-20 June	37	3	<b>SOCIAL ACTIVITIES</b>
------------	----	---	--------------------------

Bu yıllık plan; 19.09.2022 tarih ve 58168473 sayılı "Millî Eğitim Bakanlığı Eğitim Öğretim Çalışmalarının Planlı Yürütülmesine İlişkin Yönerge", 2104 sayılı Tebliğler Dergisi “İlköğretim ve Ortaöğretim Kurumlarında Atatürk İnkılap ve İlkelerinin Öğretim Esasları Yönergesi “, Talim ve Terbiye Kurulu’nun 19.01.2018 tarih ve 15 sayılı Kurul Kararı eki "İNGİLİZCE DERSİ ÖĞRETİM PROGRAMI (5,6,7 VE 8. SINIFLAR )", "M.E.B. 2024-2025 Eğitim ve Öğretim Yılı Çalışma Takvimi Genelgesi" ile Talim ve Terbiye Kurulu’nun 24.08.2023 tarih ve 43 sayılı Kurul Kararı eki "İlköğretim Kurumları (İlkokul ve Ortaokul) Haftalık Ders Çizelgesi " esas alınarak hazırlanmıştır.

.....  
English teacher

09/09/2024  
UYGUNDUR

.....  
Okul Müdürü