2025-2026 ACADEMIC YEAR MUSTAFAKEMALPAŞA SECONDARY SCHOOL	
ENGLISH LANGUAGE FRAMEWORK ANNUAL PLAN FOR 7 <sup>TH</sup> GRADES	

	ENGLISH LANGUAGE FRAMEWORK ANNUAL PLAN FOR 71H GRADES										
M O N T H	WEEK	CLASS HOUR	UNIT	FUNCTIONS AND USEFUL LANGUAGE	LANGUAGE SKILLS AND LEARNING OUTCOMES	TESTING & EVALUATION	SUGGESTED CONTEXTS, TASKS & ASSIGNMENTS	NATIONAL AND INTERNATIONAL DAYS AND WEEKS			
S e p t e m b e r	Week 1 8-12 September	4		Describing characters/people (Making simple inquiries) —What does your best friend look like? —She/he is beautiful /handsome, with curly hair and green eyes. —What is s/he like?	Listening E7.1.L1. Students will be able to understand clear, standard speech on appearances and personalities.	Listening Different variations of matching Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action Listen and tick, Omitting the irrelevant information, Putting into order /reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing	Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs				
S e p t e m b e r	Week 2 15-19 September	4	1 Ap pe ar an ce An	—She/he is slimmer than me and s/he has short and dark hair. —My cousin is more outgoing than me; She/he has a lot of friends.  Making simple comparisons (Giving explanations/reasons) S/he can play basketball well because s/he is taller than me. beautiful	Spoken Interaction 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.	Speaking Collaborative or singular drama performances Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.	Stories Tables Videos Websites  Tasks/Activities Drama Find Someone Who Games Guessing	15 <sup>th</sup> July Democracy And National Unity Day			
S e p t e m b e r	Week 3 22-26 September	4	Pe rs on ali ty	cute easy-going generous handsome honest headscarf outgoing plump punctual selfish slim smart stubborn	Reading E7.1.R1. Students will be able to understand a simple text about appearances, personalities, and comparisons including explanations and reasons.  Writing E7.1.W1. Students will be able to write simple pieces to compare people.	Presentations, Talking about a visual/table/chart, etc.  Reading  Different variations of matching, Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action, Solving a puzzle, Spotting text mechanics True/False/No information, Transferring the text to a table/chart, Understanding the author's intention, Questions and answers.  Writing  Describing a picture/visual/video, etc., Filling in a form, Note taking/ making, Preparing an outline, Preparing a list, Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement	Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information  Assignments • 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.				

S e p t e m b e r - O c t o b e r	Week 4 29 September - 3 October	4						
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N T H	WEEK	CLASS HOUR	UNIT	FUNCTIONS AND USEFUL LANGUAGE	LANGUAGE SKILLS AND LEARNING OUTCOMES	TESTING & EVALUATION	CONTEXTS, TASKS & ASSIGNMENTS	INTERNATIONAL DAYS AND WEEKS

O c t o b e r	Week 5 6-10 October	4		Talking about routines and daily activities —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.	Listening E7.2.L1. Students will be able to recognize frequency adverbs in simple oral texts.	Listening Different variations of matching Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action Listen and tick, Omitting the irrelevant information, Putting into order /reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers.	Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports	
O c t o b e r	Week 6 13-17 October	4	2 S po rt s	He usually goes jogging in the park.  Describing what people do regularly (Giving explanations and reasons) I never /sometimes /often /usually/ always wake up early in the mornings.  S/he eats healthy food and runs once/ twice a day because s/he wants to win a medal.  They are never /sometimes /often/ usually /always late to gym. achieve beat draw	Spoken Interaction E7.2.SI1. Students will be able to ask questions related to the frequency of events.  Spoken Production E7.2.SP1. Students will be able to talk about routines/daily activities by using frequency adverbs and giving explanations and reasons.  Reading E7.2.R1. Students will be able to understand short and simple texts on sports.	Speaking Collaborative or singular drama performances Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching, Finding specific information, Finding a title to a text, Identifying the gist and	Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites  Tasks/Activities Drama Find Someone Who Games Guessing Information/Opinion Gap Information Transfer	
O c t o b e r	Week 7 20-24 October	4		equipment go jogging /swimming/skating/running/ go on a diet hit - indoor/outdoor - injury, -ies - lose medal, -s - score a goal/a point - spectator, -s success, -es – train	Writing E7.2.W1. Students will be able to write pieces about routines/daily activities by using frequency adverbs.	supporting details, Intensive reading, Read and perform / complete and action, Solving a puzzle, Spotting text mechanics True/False/No information, Transferring the text to a table/chart, Understanding the author's intention, Questions and answers.  Writing  Describing a picture/visual/video, etc., Filling in a form, Note taking/ making, Preparing an outline, Preparing a list, Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement	Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students choose a famous sports figure from their own or another country, and they write about his/her routines/daily activities.	
					EMIC YEAR MUSTAFAKEMALI GUAGE FRAMEWORK ANNUA	PAŞA SECONDARY SCHOOL AL PLAN FOR 7 <sup>TH</sup> GRADES		
M O N T H	WEEK	CLASS HOUR	UNIT	FUNCTIONS AND USEFUL LANGUAGE	LANGUAGE SKILLS AND LEARNING OUTCOMES	TESTING & EVALUATION	SUGGESTED CONTEXTS, TASKS & ASSIGNMENTS	NATIONAL AND INTERNATIONAL DAYS AND WEEKS

O c t o b e r N o v e m b e r	Week 8 27-31 October Week 9 3-7 November	4	3 Bi og ra ph ies	Talking about past events (Making simple inquiries)  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.	Listening E7.3.L1. Students will be able to recognize specific information in oral texts dealing with past events and dates.  Spoken Interaction E7.3.SI1. Students will be able to talk about past events with definite time.  Spoken Production E7.3.SP1. Students will be able to describe past events and experiences.  Reading E7.3.R1. Students will be able to spot specific information about names and dates in past events in written texts.  Writing E7.3.W1. Students will be able to write a short and simple report about past events.	Listening Different variations of matching Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action Listen and tick, Omitting the irrelevant information, Putting into order /reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers.	Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites	29 <sup>th</sup> October Republic Day Examination Week 10 <sup>th</sup> November, The anniversary of Atatürk's passing away
					1 <sup>st</sup> Midterm Break: 10 - 14 No	ovember		
N o v e m b e r	Week 10 17-21 November Week 11 24-28	4	3 Bi og ra ph ies	Talking about past events (Making simple inquiries)  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.	Listening E7.3.L1. Students will be able to recognize specific information in oral texts dealing with past events and dates.  Spoken Interaction E7.3.S11. Students will be able to talk about past events with definite time.  Spoken Production E7.3.SP1. Students will be able to describe past events and experiences.  Reading E7.3.R1. Students will be able to spot specific information about names and dates in past events in written texts.	Speaking Collaborative or singular drama performances Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching, Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action, Solving a puzzle, Spotting text mechanics True/False/No information, Transferring the text to a table/chart, Understanding the author's intention, Questions and answers. Writing	Tasks/Activities Drama Find Someone Who Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students choose a	24 <sup>th</sup> November Teachers' Day
b e r	November			2025-2026 ACADI	Writing E7.3.W1. Students will be able to write a short and simple report about past events.  EMIC YEAR MUSTAFAKEMALF	Describing a picture/visual/video, etc., Filling in a form, Note taking/ making, Preparing an outline, Preparing a list, Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement	scientist or a historical figure, do research about his/her life and write a short biography about him/her.	

2025-2026 ACADEMIC YEAR MUSTAFAKEMALPAŞA SECONDARY SCHOOL ENGLISH LANGUAGE FRAMEWORK ANNUAL PLAN FOR 7<sup>TH</sup> GRADES

M O N T H	WEEK	CLASS HOUR	UNIT	FUNCTIONS AND USEFUL LANGUAGE	LANGUAGE SKILLS AND LEARNING OUTCOMES	TESTING & EVALUATION	SUGGESTED CONTEXTS, TASKS & ASSIGNMENTS	NATIONAL AND INTERNATIONAL DAYS AND WEEKS
D e c e m b e r	Week 12 1-5 December	4		Describing the frequency of actions Tigers usually hunt during the day.  Making simple inquiries Where do tigers live? —They live in Asia. Which animals are now extinct? Making simple suggestions What should we do to protect	Listening 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.  Spoken Interaction	Listening Different variations of matching Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action Listen and tick, Omitting the irrelevant information, Putting into order /reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers.	Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires	
D e c e m b e r	Week 13 8-12 December	4	4 Wi Id an im al s	wildlife?  —We should protect wild animals.  —We shouldn't hunt them.  Talking about past events (Giving explanations / reasons) Some animals became extinct because people hunted them for different reasons. People always harmed wild animals because they were afraid of them. attack be afraid of	E7.4.SI1. Students will be able to ask people questions about characteristics of wild animals.  Spoken Production E7.4.SP1. Students will be able to make simple suggestions.  E7.4.SP2. Students will be able to report on past and present events.  Reading	Speaking Collaborative or singular drama performances Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.  Reading Different variations of matching, Finding specific information, Finding a title to a	Songs Stories Tables Videos Websites  Tasks/Activities Drama Find Someone Who Games Guessing Information/Opinion Gap Information Transfer	
D e c e m b e r	Week 14 15-19 December	4		birds (eagle, falcon, hawk, owl) cage, -s - desert, -s enormous - extinct habitat, -s - harm human, -s - hunt jungle, -s - mammals (dolphin, elephant, giraffe, lion, shark, tiger) poison(ous) - prey reptiles (alligator, crocodile, lizard, snake) survive	E7.4.R1. Students will be able to understand past and present events in simple texts including explanations and reasons.  E7.4.R2. Students will be able to spot the names of wild animals in simple texts.  Writing  E7.4.W1. Students will be able to write pieces describing wildlife.	text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action, Solving a puzzle, Spotting text mechanics True/False/No information, Transferring the text to a table/chart, Understanding the author's intention, Questions and answers.  Writing  Describing a picture/visual/video, etc., Filling in a form, Note taking/ making, Preparing an outline, Preparing a list, Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement	Labeling Matching Questions and Answers Reordering Storytelling True/False/No information  Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students choose two wild animals and prepare a poster describing them. Then, students make suggestions to protect wild animals.	
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2025-2026 ACADEMIC YEAR MUSTAFAKEMALPAŞA SECONDARY SCHOOL ENGLISH LANGUAGE FRAMEWORK ANNUAL PLAN FOR 7<sup>TH</sup> GRADES

M O N T H	WEEK	CLASS HOUR	UNIT	FUNCTIONS AND USEFUL LANGUAGE	LANGUAGE SKILLS AND LEARNING OUTCOMES	TESTING & EVALUATION	SUGGESTED CONTEXTS, TASKS & ASSIGNMENTS	NATIONAL AND INTERNATIONAL DAYS AND WEEKS
D e c e m b e r	Week 15 22-26 December	4		Describing what people do	Listening E7.5.L1. Students will be able to understand simple oral texts about daily routines and preferences.  Spoken Interaction	Listening Different variations of matching Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action Listen and tick, Omitting the irrelevant information, Putting into order /reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No	Contexts Blogs Charts	
D e c e m b e r - J a n u a r y	Week 16 29 December - 2 January	4	5 Tel evi si on	regularly I never /sometimes /often /usually/always watch football matches at weekends. I can't wait for it. Expressing preferences I prefer movies to TV series. S/he prefers talk shows to reality shows. My favorite TV program is  Describing what people do regularly I never /sometimes /often /usually/always watch football matches at weekends. I can't wait for it.	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.  Spoken Production 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.  Reading E7.5.R1. Students will be able to understand simple texts about daily	information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers.  Speaking Collaborative or singular drama performances Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.  Reading Different variations of matching, Finding specific information, Finding a title to a text, Identifying the gist and supporting details,	Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites  Assignments • Students choose two	Examination Week
J a n u a r y	Week 17 5-9 January	4		Expressing preferences I prefer movies to TV series. S/he prefers talk shows to reality shows. My favorite TV program is	routines and preferences.  E7.5.R2. Students will be able to understand simple texts about past events.  Writing E7.5.W1. Students will be able to write pieces about daily routines and	Intensive reading, Read and perform / complete and action, Solving a puzzle, Spotting text mechanics True/False/No information, Transferring the text to a table/chart, Understanding the author's intention, Questions and answers.  Writing Describing a picture/visual/video, etc., Filling in a	types of TV programs that they frequently watch and prepare a poster giving information about the programs.	
J a n u a r y	Week 18 12-16 January	4			preferences.	form, Note taking/ making, Preparing an outline, Preparing a list, Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement		
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SEMESTER HOLIDAY:19<sup>th</sup> January – 30<sup>th</sup> January

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M O N T H	WEEK	CLASS HOUR	UNIT	FUNCTIONS AND USEFUL LANGUAGE	LANGUAGE SKILLS AND LEARNING OUTCOMES	TESTING & EVALUATION	SUGGESTED CONTEXTS, TASKS & ASSIGNMENTS	NATIONAL AND INTERNATIONAL DAYS AND WEEKS
	Week 19 2-6 February	4		Making simple suggestions (Accepting and refusing) Would you like some cake?		Listening Different variations of matching Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action Listen and tick,	Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists	
F	Week 20 9-13 February	4	c		Listening E7.6.L1. Students will be able to recognize utterances related to suggestions, needs and quantity of things.  Spoken Interaction E7.6.SI1. Students will be able to talk about arrangements and sequences of	Omitting the irrelevant information, Putting into order /reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers.  Speaking Collaborative or singular drama performances Debates, Group or pair discussions, Describing a picture/video/story, etc.,	Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos	
e b r u a r y	Week 21 16-20 February	4	6 C el eb ra tio ns	Then, you should decorate your place. Finally, you should prepare lots of food.  Expressing needs and quantity We need some/a lot of balloons. I have a lot of/many/one or two/some presents. arrange attend beverage, -s decorate fancy guest, -s	sts of E7.6.SP1. Students will be able to make suggestions.  E7.6.SP2. Students will be able to express needs and quantity.  Reading E7.6.R1. Students will be able to understand texts about celebrations.  Writing E7.6.W1. Students will be able to write	short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.  Reading Different variations of matching, Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action, Solving a puzzle, Spotting text mechanics True/False/No information, Transferring the text to a table/chart, Understanding the author's intention,	Websites  Tasks/Activities Drama Find Someone Who Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information	
	Week 22 23-27 February	4		host, -s invitation card/message invite organize refuse wrap	invitation cards.	Questions and answers.  Writing Describing a picture/visual/video, etc., Filling in a form, Note taking/ making, Preparing an outline, Preparing a list, Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement	Assignments -Students keep expanding their visual dictionary by including new vocabulary items Students organize a birthday party. They prepare a list for needs, guests and food. They also prepare an invitation card.	

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M O N T	WEEK	CLASS HOUR	U NI T	FUNCTIONS AND USEFUL LANGUAGE	LANGUAGE SKILLS AND LEARNING OUTCOMES	TESTING & EVALUATION	SUGGESTED CONTEXTS, TASKS & ASSIGNMENTS	NATIONAL AND INTERNATIONAL DAYS AND WEEKS
M a r c h	Week 23 2-6 March	4	7	Making predictions Will they be the champion? I hope so.  Do you think so? I hope so./I hope not.	Listening E7.7.L1. Students will be able to understand utterances about predictions and future events in simple oral texts.  Spoken Interaction E7.7.SI1. Students will be able to talk about simple predictions.	Listening Different variations of matching Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action Listen and tick, Omitting the irrelevant information, Putting into order /reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation. True/False/ No	Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages	
M a r c h	Week 24 9-13 March	13 4	Dr ea m	—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.	Spoken Production E7.7.SP1. Students will be able to report on simple predictions. Reading E7.7.R1. Students will be able to understand short and simple texts about predictions.  Writing E7.7.W1. Students will be able to write pieces about predictions and future events.	information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers.  Speaking Collaborative or singular drama performances Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.	Podcasts Posters Questionnaires Songs Stories Tables Videos Websites Tasks/Activities Drama Find Someone Who Games Guessing Information/Opinion Gap Information Transfer Labeling	12 <sup>th</sup> March Acceptance of the national anthem  Examination Week  18 <sup>th</sup> March The Remembrance of Çanakkale Martyrs
				2 <sup>nd</sup> Midterm E	Break: 16 - 20 March			
M a r c h	Week 25 23-27 March	4	7 Dr ea m s	Making predictions Will they be the champion? I hope so.  Do you think so? I hope so./I hope not. 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.	Listening E7.7.L1. Students will be able to understand utterances about predictions and future events in simple oral texts. Spoken Interaction E7.7.SI1. Students will be able to talk about simple predictions. Spoken Production E7.7.SP1. Students will be able to report on simple predictions. Reading E7.7.R1. Students will be able to understand short and simple texts about predictions. Writing E7.7.W1. Students will be able to write pieces about predictions and future events.	Reading Different variations of matching, Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action, Solving a puzzle, Spotting text mechanics True/False/No information, Transferring the text to a table/chart,  Writing Describing a picture/visual/video, etc., Filling in a form, Note taking/ making, Preparing an outline, Preparing a list, Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement	Assignments  • Students write a simple letter about their dreams and expectations from the future.  • Students keep expanding their visual dictionary by including new vocabulary items.	

M a r c h - A p r i	Week 26 30 March-3 April	4						
					EMIC YEAR MUSTAFAKEMALF GUAGE FRAMEWORK ANNUA			
M O N T	WEEK	CLASS HOUR	UNIT	FUNCTIONS AND USEFUL LANGUAGE	LANGUAGE SKILLS AND LEARNING OUTCOMES	TESTING & EVALUATION	SUGGESTED CONTEXTS, TASKS & ASSIGNMENTS	NATIONAL AND INTERNATIONAL DAYS AND WEEKS

A p r i I	Week 27 6-10 April	4				Listening Different variations of matching Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action Listen and tick, Omitting the irrelevant information, Putting into	Contexts Blogs Charts Diaries/Journal Entries E-mails	
A p r i	Week 28 13-17 April	4		sports magazine. c amusement park, -s art gallery, -ies bakery, -ies chemist's n city hall	Listening 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.  Spoken Interaction E7.8.SI1. Students will be able to give explanations with reasons.  Spoken Production  E7.8.SP1. Students will be able to report on explanations with reasons.  Reading E7.8.R1. Students will be able to	order /reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers.  Speaking Collaborative or singular drama performances Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.  Reading Different variations of matching, Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete	Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites  Tasks/Activities Drama Find Someone Who Games Guessing Information/Opinion Gap Information Transfer	
A p r i	Week 29 20-24 April	4	Pu bli c Bu ild in gs					23 <sup>rd</sup> April National Sovereignty and Children's Day
M a y	Week 30 27 April-1 May	4		governorship grocery, -ies movie theater, -s municipal office municipality, -ies police station shopping mall, -s	explanations with reasons.  Writing E7.8.W1. Students will be able to write pieces about explanations with reasons.	and action, Solving a puzzle, Spotting text mechanics True/False/No information, Transferring the text to a table/chart, Understanding the author's intention, Questions and answers.  Writing  Describing a picture/visual/video, etc., Filling in a form, Note taking/ making, Preparing an outline, Preparing a list, Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement	Labeling Matching Questions and Answers Reordering Storytelling True/False/No information  Assignments Students prepare a map of their neighborhood, including public buildings, and write why they go to each of these places.	
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M a y	Week 31 4-8 May	4	U nit 9 E nv ir on m	Describing simple processes First, get the seeds. Then, plant and water them. Expressing obligation What should we do for our environment? —We have to start using public transportation. —Stop polluting the rivers. We must stop destroying forests.  Giving explanations/reasons 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.  balance climate, -s eco-friendly efficient global warming green house effect increase - nature protect - pollute/pollution recycle -renewable responsible - solar/wind energy take action- temperature threaten – waste	Listening 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.  Spoken Interaction 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.  Spoken Production E7.9.SP1. Students will be able to give a simple description or presentation of a process.  Reading E7.9.R1. Students will be able to identify specific information in various texts about environment.  Writing 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.	Listening Different variations of matching Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action Listen and tick, Omitting the irrelevant information, Putting into order /reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers.  Speaking Collaborative or singular drama performances Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.  Reading Different variations of matching, Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action, Solving a puzzle, Spotting text mechanics True/False/No information, Transferring the text to a table/chart, Understanding the author's intention, Questions and answers.  Writing Describing a picture/visual/video, etc., Filling in a form, Note taking/ making, Preparing an outline, Preparing a list, Reporting a table or a chart, Rephrasing, Rewriting, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement	Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites  Tasks/Activities Drama Find Someone Who Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information  Assignments • Students prepare a poster showing the ways of protecting our environment.			
M a y	Week 32 11-15 May	4								
M a y	Week 33 18-22 May	4	en t					19 <sup>th</sup> May The Commemoration of Atatürk, Youth and Sports Day		
2025-2026 ACADEMIC YEAR MUSTAFAKEMALPAŞA SECONDARY SCHOOL ENGLISH LANGUAGE FRAMEWORK ANNUAL PLAN FOR 7 <sup>TH</sup> GRADES										
M O N T	WEEK	CLASS HOUR	UNIT	FUNCTIONS AND USEFUL LANGUAGE	LANGUAGE SKILLS AND LEARNING OUTCOMES	TESTING & EVALUATION	SUGGESTED CONTEXTS, TASKS & ASSIGNMENTS	NATIONAL AND INTERNATIONAL DAYS AND WEEKS		

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J u n e	Week 34 1-5 June Week 35 8-12 June	4	Un	Making simple comparisons —Jupiter is larger than Saturn. —Uranus is cooler than Saturn.  Talking about past events When did scientists discover Pluto? In 2003, the Mars Exploration Mission began. They discovered evidence of water.  Making simple inquiries 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?	Listening E7.10.L1. Students will be able to identify the discussion topic about popular science in simple oral texts.  Spoken Interaction E7.10.S11. Students will be able to make simple comparisons. E7.10.S12. Students will be able to talk about past events.  Spoken Production 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.  Writing E7.10.W1. Students will be able to identify specific information about past events.  Writing E7.10.W1. Students will be able to write short and basic descriptions of facts and general truths.  Writing E7.10.W1. Students will be able to write short and basic descriptions of facts and general truths.	Listening Different variations of matching Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action Listen and tick, Omitting the irrelevant information, Putting into order /reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers.  Speaking Collaborative or singular drama performances Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.  Reading Different variations of matching, Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action, Solving a puzzle, Spotting text mechanics True/False/No information,  Writing Describing a picture/visual/video, etc., Filling in a form, Note taking/ making, Preparing an outline,	Contexts Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites Tasks/Activities Drama Find Someone Who Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No  Assignments • Students complete and reflect on their visual dictionaries. • Students pepare a poster about our solar system and give information about the	
J u n e	Week 36 15-19 June	4	it 10 PI an et s					
J u n e	Week 37 22-26 June	4	SOCIAL ACTIVITIES					

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 Çalışmalarının Planlı Yürütülmesine İlişkin Yönergesi, 2104 sayılı Tebliğler Dergisi "İlköğretim ve Ortaöğretim Kurumlarında Atatürk İnkılap ve İlkelerinin Öğretim Çalışmalarının Planlı Yürütülmesine İlişkin Yönergesi, 2104 sayılı Tebliğler Dergisi "İlköğretim ve Ortaöğretim Vurumlarında Atatürk İnkılap ve İlkelerinin Öğretim Esasları Yönergesi, 2104 sayılı Tebliğler Dergisi "İlköğretim ve Ortaöğretim Vurumlarında Atatürk İnkılap ve İlkelerinin Öğretim Çalışmalarının Planlı Yürütülmesine İlişkin Yönerge", 2104 sayılı Tebliğler Dergisi "İlköğretim ve Ortaöğretim Vurumlarında Atatürk İnkılap ve İlkelerinin Öğretim Çalışmalarının Planlı Yürütülmesine İlişkin Yönerge", 2104 sayılı Tebliğler Dergisi "İlköğretim ve Ortaöğretim Vurumlarında Atatürk İnkılap ve İlkelerinin Öğretim Çalışmalarının Planlı Yürütülmesine İlişkin Yönerge", 2104 sayılı Tebliğler Dergisi "İlköğretim ve Ortaöğretim Vurumlarında Atatürk İnkılap ve İlkelerinin Öğretim Çalışmalarının Planlı Yürütülmesine İlişkin Yönerge", 2104 sayılı Tebliğler Dergisi "İlköğretim ve Ortaöğretim Vurumlarının Planlı Yürütülmesine İlişkin Yönerge", 2104 sayılı Tebliğler Dergisi "İlköğretim ve Ortaöğretim Vurumlarının Planlı Yürütülmesine İlişkin Yönerge", 2104 sayılı Tebliğler Dergisi "İlköğretim ve Ortaöğretim Vurumlarının Planlı Yürütülmesine İlişkin Yönerge", 2104 sayılı Tebliğler Dergisi "İlköğretim ve Ortaöğretim Vurumlarının Planlı Yürütülmesine İlişkin Yönerge", 2104 sayılı Tebliğler Dergisi "İlköğretim ve Ortaöğretim Vurumlarının Planlı Yürütülmesine İlişkin Yürütülmesine İlişkin Yürütülmesine İlişkin Yürütülmesine İlişkin Yürütülmesine İlişkin Yürütülmesine İlişkin Yürütülmesine İlişkin Yürütülmesine İlişkin Yürütülmesine İlişkin Yürütülmesine İlişkin Yürütülmesine İlişkin Yürütülmesine İlişkin Yürütülmesine İ

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UYGUNDUR 09/09/2025

Bülent AYTAN Okul Müdürü