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| **UNIT -1 FRIENDSHIP** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **1. Week 06 –10 September 4 Hours**  **2. Week 13 -17 September 4 Hours**  **3.Week 20-24 September  3 Hours**  **4. Week 27 Sep.-01 Oct. 4 Hours** | **Accepting and refusing / Apologizing**  **/ Giving explanations and reasons**  Would you like to come over tomorrow?  —I’m sorry, but I can’t come over because my cousin is coming tomorrow.  —Sure, that sounds fun!  Would you like some fruit juice?  —Yes, I’d love some.  —No, thanks. I’m full/stuffed.  —Yeah, that would be great. How about a party at my house this Saturday?  —Sure, it sounds good/great/awesome.  —Yeah, why not.  —I’ll text our friends to come over at 7 o’clock, then.  **Making simple inquiries**  Are you busy tomorrow evening?  —No, not at all. Why? | **Listening**  **E8.1.L1.** Students will be able to understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple İnquiries.  **Spoken Interaction**  **E8.1.SI1.** Students will be able to interact with reasonable ease in structured situations and short conversations  **Spoken Production**  **E8.1.SP1.** Students will be able to structure a talk to make simple inquiries, give explanations and reasons.  **Reading**  **E8.1.R1.** Students will be able to understand short and simple texts about friendship.  **E8.1.R2.** Students will be able to understand short and simple invitation letters, cards and e-mails.  **Writing**  **E8.1.W1.** Students will be able to write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation. | **Contexts**  Blogs, Diaries/Journal Entries  E-mails, llustrations, Lists  News, Notes and Messages  Podcasts, Posters  Questionnaires, Reports, Songs  Stories, Tables, Videos, Websites  **Tasks/Activities**  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  **Assignments**  • Students prepare a visual dictionary by including new vocabulary items. |

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| **Unit -2 TEEN LIFE** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **5. Week**  **04-08 October 4 Hours**  **6. Week**  **11-15 October**  **4 Hours**    **7.Week**  **18-22 October**  **4 Hours** | **Expressing likes and dislikes**  I love/like/enjoy going to concerts.  I hate/dislike shopping with my parents.  Expressing preferences  I prefer hip-hop concerts, I think they’re  terrific.  I prefer reading the news online.  **Stating personal opinions**  **(Making simple inquiries)**  What do you do in the evenings?  I usually do my homework, but  I also listen to music. I love rap. And to  be honest, I never listen to pop music; I  can’t stand it. I think it’s unbearable.  I rarely/seldom go to the theater. I am  fond of/keen on camping. | **Listening**  **E8.2.L1.** Students will be able to understand phrases and expressions about regular activities of teenagers.  **Spoken Interaction**  **E8.2.SI1.** Students will be able to talk about regular activities of teenagers.  **Spoken Production**  **E8.2.SP1.** Students will be able to express what they prefer, like and dislike.  **E8.2.SP2.** Students will be able to give a simple description of daily activities in a simple way.  **Reading**  **E8.2.R1.** Students will be able to understand short and simple texts about regular activities of teenagers.  **Writing**  **E8.2.W1.** Students will be able to write a short and simple paragraph about regular activities of teenagers. | **Contexts**  Blogs,ChartsDiaries/Journal Entries  E-mails,Illustrations, Lists,News  Notes and Messages, Podcasts  Posters, Questionnaires  Reports, Songs, Stories, Videos  Websites  **Tasks/Activities**  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  **Assignments**  • Students write a short and simple paragraph  about a music band and state the characterictics of the band. |

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| **Unit -3 IN THE KITCHEN** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **8. Week**  **25-29 October**  **4 Hours**    *29th October*  *Atatürk, the founder of Turkish Republic*    **9.Week**  **01-05 November**  **4 Hours**  **10. Week 08-12 November**  **4 Hours**  *10th November,*  *The anniversary of Atatürk’s passing away*  *First Exams*  *15-19 November*  *FIRST BREAK* | **Describing simple processes**  It’s easy to make an omlette. Let me tell  you how to make an omlette. First, put  some oil into a pan and heat it. Second,  mix two eggs in a bowl. Then add some salt. After that, add some cheese and  milk. Finally, pour the mixture into the hot pan.  **Expressing preferences**  Do you prefer cooking pizza or pasta?  —I love cooking and eating pizza.  —I usually prefer cooking pasta.  Making simple inquiries  Do I use two or three eggs?  What can/should I use to cook soup? | **Listening**  **E8.3.L1.** Students will be able to get the gist of short, clear, simple descriptions of a process.  **Spoken Interaction**  **E8.3.SI1.** Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed.  **Spoken Production**  **E8.3.SP1.** Students will be able to give a simple description about a process.  **Reading**  **E8.3.R1.** Students will be able to understand the overall meaning of short texts about a process.  **E8.3.R2.** Students will be able to guess the  meaning of unknown words from the text.  **Writing**  **E8.3.W1.** Students will be able to write a series of simple phrases and sentences by using linkers to describe a process. | **Contexts**  Blogs, Charts, Diaries/Journal Entries  E-mails, Illustrations, Lists  Menus, Notes and Messages  Podcasts, Posters, Questionnaires  Recipes,Songs, Stories  Videos, Websites  **Tasks/Activities**  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  **Assignments**  • Students keep expanding their visual dictionary  by including new vocabulary items.  • Students prepare a poster about their favorite meal and provide the preparation process. |

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| **Unit –4 ON THE PHONE** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **11.Week 22-26 November  4 Hours**  *November 24th*  *Teachers’ Day*  **12. Week 29 Nov.-03 DEC. 4 Hours**  **13. Week**  **06-10 December**  **4 Hours**  **14 Week 13-17 December**  **4 Hours** | **Following phone conversations**  Hello! This is ... calling, is ... in?  May I speak to ...? Is ... there?  Hang on a minute; I’ll get him/ her.  Can you hold on a moment, please?  I’m afraid he is not available at the moment. He has gone out. Would you  like to leave a message?  **Stating decisions taken at the time of**  **speaking**  I’ll talk to you soon.  I’ll see you at the café tomorrow, then.  We’ll meet next Saturday, then. I’m sorry  to hear that. We’ll meet up later, then.  I’ll get back to you in an hour.  [The phone rings] I will take that. | **Listening**  **E8.4.L1.** Students will be able to understand phrases and related vocabulary items.  **E8.4.L2.** Students will be able to follow a phone conversation.  **Spoken Interaction**  **E8.4.SI1.** Students will be able to make a simple phone call asking and responding to questions.  **Spoken Production**  **E8.4.SP1.** Students will be able to express their decisions taken at the moment of conversation.  **Reading**  **E8.4.R1.** Students will be able to understand short and simple texts with related vocabulary.  **Writing**  **E8.4.W1.** Students will be able to write short and simple conversations. | **Contexts**  Blogs, Charts, Diaries/Journal Entries  E-mails, Illustrations, Lists  Menus, Notes and Messages  Podcasts, Posters, Questionnaires  Recipes,Songs, Stories  Videos, Websites  **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime),Games, Guessing  Information/Opinion Gap  Information Transfer  Labeling,Matching  Questions and Answers  Reordering, Storytelling  True/False/No information  **Assignments**  • Students work to act out a call center drama  task. In groups, students are given role cards  describing tasks for each. One by one they call  the call center to share their problems |

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| **Unit -5 THE INTERNET** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **15.Week**  **20-24 December  4 Hours**  **16.Week**  **27-31 December**  **4 Hours**  **17.Week**  **03-07 January**  **4 Hours**  **18.Week**  **10-14 January**  **4 Hours**  *Second Exams*  **19.Week**  **17-21 January**  **4 Hours**  *24 Jan-04 Feb*  *SECOND BREAK* | **Accepting and refusing / Making**  **excuses**  Would you like to join our WhatsApp  group?  —Yes, sure/That sounds great.  —No, thanks. I am really busy. Why  don’t we chat online at two o’clock? I  want to tell you something important.  —I’m sorry, but I can’t. My internet is  broken.  What do you mean? Do you mean the  Internet connection?  —Yes. It isn’t working properly. | **Listening**  **E8.5.L1.** Students will be able to understand the gist of oral texts.  **E8.5.L2.** Students will be able to comprehend phrases and related vocabulary items.  **Spoken Interaction**  **E8.5.SI1.** Students will be able to talk about their Internet habits.  **E8.5.SI2.** Students will be able to exchange information about the Internet.  **Spoken Production**  **E8.5.SP1.** Students will be able to make excuses, and to accept and refuse offers  **Reading**  **E8.5.R1.** Students will be able to identify main ideas in short and simple texts about internet habits.  **E8.5.R2.** Students will be able to find specific information about the Internet in various texts.  **Writing**  **E8.5.W1.** Students will be able to write a basic paragraph to describe their internet habits. | **Contexts**  Blogs, Charts, Diaries/Journal Entries  E-mails, Illustrations, Lists  Menus, Notes and Messages  Podcasts, Posters, Questionnaires  Recipes,Songs, Stories  Videos, Websites  **Tasks/Activities**  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  **Assignments**  • Students keep expanding their visual dictionary  by including new vocabulary items.  • Students prepare a poster to illustrate their internet habits and hang it on the classroom  walls. |

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| **Unit -6 ADVENTURES** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **20.Week**  **07-11 February**  **4 Hours**  **21.Week**  **14-18 February**  **4 Hours**  **22.Week**  **21-25 February**  **4 Hours**  **23.Week**  **28 Feb-04 Mar.**  **4 Hours** | **Expressing preferences / Giving**  **explanations and reasons**  What do you prefer doing on summer  holidays?  —I would rather go rafting than canoeing  because it is easier.  —I prefer rafting to kayaking because it  is more entertaining.  **Making comparisons**  I think bungee-jumping is more/less  dangerous and challenging than  canoeing.  I think extreme sports are more exciting  than indoor sports. | **Listening**  **E8.6.L1.** Students will be able to follow a  discussion on adventures.  **E8.6.L2.** Students will be able to understand the main points of simple messages.  **Spoken Interaction**  **E8.6.SI1.** Students will be able to interact with reasonable ease in short conversations.  **E8.6.SI2.** Students will be able to talk about  comparisons, preferences and their reasons.  **Spoken Production**  **E8.6.SP1.** Students will be able to make  comparisons about sports and games by using simple descriptive language.  **Reading**  **E8.6.R1.** Students will be able to understand short and simple texts to find the main points about adventures. | **Contexts**  Blogs, Charts, Diaries/Journal Entries  E-mails, Illustrations, Lists  Menus, Notes and Messages  Podcasts, Posters, Questionnaires  Recipes,Songs, Stories  Videos, Websites  **Tasks/Activities**  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  **Assignments**  • Students search the Internet and find towns/  cities from Turkey where different kinds of extreme sports can be performed. They prepare a poster in which they illustrate three of those sports |

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| **Unit 7 - TOURISM** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **24.Week**  **07-11 March**  **4 Hours**  **25.Week**  **14-18 March**  **4 Hours**  *18th March*  *The Remembrance of Çanakkale Martyrs*  **26.Week**  **21-25 March**  **4 Hours** | **Describing places**  What do you think about Rome?  Did you enjoy your trip?  —I’d rather visit historic sites because they  are usually more interesting.  Giving explanations/reasons  —I think/guess/believe/suppose it is  exciting.  —In my opinion/to me, it is lovely.  —In my opinion/to me, it sounds/looks  fascinating.  **Making comparisons**  —In my opinion/to me, historical architecture is more beautiful than modern architecture.  Talking about experiences  Have you ever been to…? | **Listening**  **E8.7.L1.** Students will be able to understand and  extract the specific information from short and simple oral texts.  **Spoken Interaction**  **E8.7.SI1.** Students will be able to exchange information about tourism.  **E8.7.SI2.** Students will be able to talk about their favorite tourist attractions by giving details.  **Spoken Production**  **E8.7.SP1.** Students will be able to express their preferences for particular tourist attractions and  give reasons.  **E8.7.SP2.** Students will be able to make simple comparisons between different tourist attractions.  **E8.7.SP3.** Students will be able to express their experiences about places.  **Reading**  **E8.7.R1.** Students will be able to find specific information from various texts about tourism.  **Writing**  **E8.7.W1.** Students will be able to design a  brochure, advertisement or a postcard about  their favorite tourist attraction(s). | **Contexts**  Blogs, Charts, Diaries/Journal Entries  E-mails, Illustrations, Lists  Menus, Notes and Messages  Podcasts, Posters, Questionnaires  Recipes,Songs, Stories  Videos, Websites  **Tasks/Activities**  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  **Assignments**  • Students keep expanding their visual dictionary by  including new vocabulary items.  • Students interview with the peers about their holiday preferences, and then they prepare a travel plan using maps and pictures to compare each destination. |

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| **Unit -8 CHORES** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **27.Week**  **28 Mar.-01 Apr**  **4 Hours**  *First Exams*  **28.Week**  **04-08 April**  **4 Hours**    *23rd April*  *National Sovereignty and Children’s Day*    *11-15 April*  *THIRD BREAK* | **Expressing likes and dislikes**  I like it when my parents give me some pocket money.  I don’t like it when my mom asks toomany questions.  **Expressing obligation**  Do you have to help your parents in  housework?  —Well, I must help my parents to set  the table.  —I must help my brother to do his homework.  We must respect the elderly/ people/ each other.  My brother has to respect my rights.  **Expressing responsibilities**  I’m responsible for cooking dinner.She/he is in charge of taking out the  garbage.  Don’t you think it is necessary to tidy up  your room?  It is time to do the laundry. | **Listening**  **E8.8.L1.** Students will be able to identify themain points of a short talk describing the responsibilities of people.  **E8.8.L2.** Students will be able to understand obligations, likes and dislikes in various oral texts.  **E8.8.L3.** Students will be able to follow topic change during factual, short talks.  **Spoken Interaction**  **E8.8.SI1.** Students will be able to interact during simple, routine tasks requiring a direct exchange of information.  **E8.8.SI2.** Students will be able to talk about responsibilities.  **Spoken Production**  **E8.8.SP1.** Students will be able to express their obligations, likes and dislikes in simple terms.  **Reading**  **E8.8.R1.** Students will be able to understand various short and simple texts about responsibilities.  **Writing**  **E8.8.W1.** Students will be able to write short and simple poems/stories about their feelings and responsibilities. | **Contexts**  Blogs, Charts, Diaries/Journal Entries  E-mails, Illustrations, Lists  Menus, Notes and Messages  Podcasts, Posters, Questionnaires  Recipes,Songs, Stories  Videos, Websites  **Tasks/Activities**  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  **Assignments**  • Students keep expanding their visual dictionary by including new vocabulary items.  • Students write a short paragraph explaining the  responsibilities of their family members. |

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| **Unit -9 SCIENCE** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **29.Week**  **18-22 April**  **4 Hours**  **30.Week**  **25-29 April**  **4 Hours**  **31.Week**  **02-06 May**  **4 Hours**  **32.Week**  **09-13 May**  **4 Hours** | **Describing the actions happening currently**  My brother and his friends are preparing ascience project nowadays. They are doing  some research in the library.  What kind of books are you reading in thesedays/currently?  —I am reading a science fiction novel.  —Currently, I am reading a book aboutspace travel.  **Talking about past events**  Scientific achievements of the past century changed the world. For example,  Archimedes invented the water screw.  Researchers found some new fossils, and  now they are working on them in the labs.  Newton discovered the gravity of the matter  and now scientists are exploring the solar | **Listening**  **E8.9.L1.** Students will be able to recognize main ideas and key information in short oral texts about science.  **Spoken Interaction**  **E8.9.SI1.** Students will be able to talk about actions happening currently and in the past.  **E8.9.SI2.** Students will be able to involve in simple discussions about scientific achievements.  **Spoken Production**  **E8.9.SP1.** Students will be able to describe actions happening currently.  **E8.9.SP2.** Students will be able to present information about scientific achievements in a simple way.  **Reading**  **E8.9.R1.** Students will be able to understand short and simple texts about actions happening currently and in the past.  **E8.9.R2.** Students will be able to identify main ideas and supporting details in short texts about science.  **Writing**  **E8.9.W1.** Students will be able to write simple descriptions of scientific achievements in a short paragraph**.** | **Contexts**  Blogs, Charts, Diaries/Journal Entries  E-mails, Illustrations, Lists  Menus, Notes and Messages  Podcasts, Posters, Questionnaires  Recipes,Songs, Stories  Videos, Websites  **Tasks/Activities**  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  **Assignments**  • Students keep expanding their visual dictionary by  including new vocabulary items.  • Students prepare a poster about scientific inventions/ discoveries. |

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| **Unit 10 NATURAL FORCES** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
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| **33.Week**  **16-20 May**  **4 Hours**  *19th May*  *Youth and Sports Day*  **34.Week**  **23 -27 May**  **4 Hours**  **35.Week**  **30 May – 03 June**  **4 Hours**  **36.Week**  **06-10 June**  **3 Hours**  *Second Exams*    **37.Week**  **13-17 June**  **4 Hours** | **Making predictions about the future**  **(Giving reasons and results)**  —I think we will have water shortage in the  future because we waste too much water.  So we should/must stop wasting water  sources.  —I think there will be serious droughts. So  schools should educate students to use less  water.  Do you think there will be a water shortage?  —Yes. There won’t be enough water.  —No. There will be a lot of rain in the future. | **Listening**  **E8.10.L1.** Students will be able to identify the main points of TV news about natural forces and disasters.  **Spoken Interaction**  **E8.10.SI1.** Students will be able to talk about predictions concerning future of the Earth.  **E8.10.SI2.** Students will be able to negotiate reasons and results.  **Spoken Production**  **E8.10.SP1.** Students will be able to express predictions concerning future of the Earth.  **E8.10.SP2.** Students will be able to give reasons and results to support their predictions about natural forces  **Reading**  **E8.10.R1.** Students will be able to identify specific information in simple texts  **Writing**  **E8.10.W1.** Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters. | **Contexts**  Blogs, Charts, Diaries/Journal Entries  E-mails, Illustrations, Lists  Menus, Notes and Messages  Podcasts, Posters, Questionnaires  Recipes,Songs, Stories  Videos, Websites  **Tasks/Activities**  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  **Assignments**  • Students keep expanding their visual dictionary by  including new vocabulary items.  • Students prepare a poster about scientific inventions/ discoveries. |

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İngilizce Öğretmeni Okul Müdürü

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