### 7. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

<table>
<thead>
<tr>
<th>ÜNİTELER</th>
<th>MEVCUT KAZANIM SAYISI</th>
<th>KRİTİK KAZANIM SAYISI</th>
<th>KRİTİK OLMAYAN KAZANIM SAYISI</th>
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<td><strong>TOPLAM</strong></td>
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## 7. SINIF/7th GRADE

<table>
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<tr>
<th>Unit/ Theme</th>
<th>Functions &amp; Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Contexts, Tasks and Assignments</th>
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</table>
| **6 Celebrations** | **Making simple suggestions (Accepting and refusing)**  
Would you like some cake?  
—Yes, please. Just a little.  
I’ll get a sandwich. Would you like one?  
—No, thanks. I am full.  

**Making arrangements and sequencing the actions**  
It is easy to organize a birthday party. First, you should prepare a guest list. 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. | **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 actions.  

**Reading**  
E7.6.R1. Students will be able to understand texts about celebrations.  

**Writing**  
E7.6.W1. Students will be able to write invitation cards. | **Contexts**  
Advertisements  
Blogs  
Diaries/Journal Entries  
E-mails  
Illustrations  
Lists  
Magazines  
News  
Reports  
Notes and Messages  
Podcasts  
Posters  
Questionnaires  
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 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. |

| **arrange**  
**attend**  
**beverage,** -s  
**decorate**  
**fancy**  
**guest,** -s  
**host,** -s  
**invitation card/message**  
**invite**  
**organize**  
**refuse**  
**wrap** |
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| **7 Dreams** | **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.  
The world will be a more peaceful place.  
The Internet will become more popular. | **Listening**  
E7.7.L1. Students will be able to understand utterances about predictions and future events in simple oral texts. | **Contexts**  
Blogs  
Diaries/Journal Entries  
E-mails  
Illustrations  
Lists  
Magazines  
News  
Reports  
Notes and Messages  
Podcasts  
Posters  
Questionnaires  
Songs  
Stories  
Tables  
Videos  
Websites |
| | **Spoken Interaction**  
E7.7.SI1. Students will be able to talk about simple predictions. | **Spoken Interaction**  
E7.7.SI1. Students will be able to talk about simple predictions. | **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 |
| | **Reading**  
E7.7.R1. Students will be able to understand short and simple texts about predictions. | **Reading**  
E7.7.R1. Students will be able to understand short and simple texts about predictions. | **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. |
| | **Writing**  
E7.7.W1. Students will be able to write pieces about predictions and future events. | **Writing**  
E7.7.W1. Students will be able to write pieces about predictions and future events. | **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. |

**Language Skills and Learning Outcomes**  
- **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.  
- **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.

**Suggested Contexts, Tasks and Assignments**  
- **Contexts**  
  Blogs  
  Diaries/Journal Entries  
  E-mails  
  Illustrations  
  Lists  
  Magazines  
  News  
  Reports  
  Notes and Messages  
  Podcasts  
  Posters  
  Questionnaires  
  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 write a simple letter about their dreams and expectations from the future.  
  • Students keep expanding their visual dictionary by including new vocabulary items.
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| **Giving explanations/reasons** | - You should play in the new park to make friends. S/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. S/he went to the cinema to watch a documentary about wild life. 
- They went to the bookshop to buy a sports magazine. | **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** | - Students will be able to give explanations with reasons. | **Contexts** 
- Blogs 
- Diaries/Journal Entries 
- E-mails 
- Illustrations 
- Lists 
- Magazines 
- Maps 
- News 
- Reports 
- Notes and Messages 
- Podcasts 
- Posters 
- Questionnaires 
- Songs 
- Stories 
- Videos 
- Websites |
| **Reading** | - Students will be able to understand simple expressions and recognize familiar words about explanations with reasons. | **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 |
| **Writing** | - Students will be able to write pieces about explanations with reasons. | **Assignments** 
- Students prepare a map of their neighborhood, including public buildings, and write why they go to each of these places. |

8 Public Buildings

- amusement park, -s
- art gallery, -ies
- bakery, -ies
- chemist's
- city hall
- coffee shop, -s
- department store, -s
- fire station
- game/music store, -s
- governorship
- grocery, -ies
- movie theater, -s
- municipal office
- municipality, -ies
- police station shopping mall, -s
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<td>9 Environment</td>
<td><strong>Describing simple processes</strong></td>
<td>Listening E7.9.L1. Students will be able to understand phrases and the highest frequency vocabulary about environment.</td>
<td></td>
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<td><strong>Expressing obligation</strong></td>
<td><strong>Spoken Interaction</strong> E7.9.SI1. Students will be able to talk about obligations.</td>
<td>Contexts Advertisement Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites</td>
</tr>
<tr>
<td></td>
<td><strong>Giving explanations/reasons</strong></td>
<td><strong>Reading</strong> E7.9.R1. Students will be able to identify specific information in various texts about environment.</td>
<td></td>
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<tr>
<td></td>
<td>Rain forests are important because they are necessary for oxygen.</td>
<td><strong>Writing</strong> E7.9.W1. Students will be able to write short, simple messages about environment.</td>
<td>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</td>
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<td>We should protect wild animals because they are important for the balance of the nature.</td>
<td></td>
<td>Assignments • Students prepare a poster showing the ways of protecting our environment.</td>
</tr>
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- 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
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| 10 Planets | Making simple comparisons  | Listening E7.10.L1. Students will be able to identify the discussion | Contexts  
|            | —Jupiter is larger than Saturn. | topic about popular science in simple oral texts. | Blogs  
|            | —Uranus is cooler than Saturn. | Spoken Interaction E7.10.SI1. Students will be able to make simple | Charts  
|            | Talking about past events | comparisons. | Diaries/Journal Entries  
|            | When did scientists discover Pluto? | E7.10.SI2. Students will be able to talk about past events. | E-mails  
|            | In 2003, the Mars Exploration Mission began. | | Illustrations  
|            | They discovered evidence of water. | | Lists  
|            | Making simple inquiries | Reading E7.10.R1. Students will be able to identify specific | Magazines  
|            | Is there any water on the surface of Mars? | information in various texts about facts and general truths. | Maps  
|            | Is there life in other planets? What do you | | News  
|            | know about our solar system? What do you | | Reports  
|            | know about planets? | | Notes and Messages  
|            | atmosphere | | Podcasts  
|            | evidence | | Posters  
|            | explore | | Questionnaires  
|            | galaxy | | Songs  
|            | gravity | | Stories  
|            | meteor | | Tables  
|            | moon, -s | | Videos  
|            | observe | | Websites  
|            | orbit | |  
|            | planet, -s | |  
|            | proof | |  
|            | rescue | |  
|            | satellite, -s | |  
|            | shower, -s | |  
|            | solar system, -s | |  
|            | space shuttle, -s | |  
|            | surface, -s | |  
|            | universe | |  |
|            | | Writing E7.10.W1. Students will be able to write short and basic | Tasks/Activities  
|            | | descriptions of facts and general truths. | 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 complete and reflect on their visual |  
|            | | dictionaries. |  
|            | | • Students prepare a poster about our solar system and give |  
|            | | information about the planets. |  |