



T.C.
MİLLÎ EĞİTİM BAKANLIĞI

İNGİLİZCE DERSİ

ÖĞRETİM PROGRAMI
(Kritik konu ve kazanımlar)

(Ortaokul 7. Sınıf)

2019 – 2020
Eğitim Öğretim Yılı
İkinci Dönem

7. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

<i>ÜNİTELER</i>	<i>MEVCUT KAZANIM SAYISI</i>	<i>KRİTİK KAZANIM SAYISI</i>	<i>KRİTİK OLMAYAN KAZANIM SAYISI</i>
<i>6</i>	<i>6</i>	<i>4</i>	<i>2</i>
<i>7</i>	<i>5</i>	<i>4</i>	<i>1</i>
<i>8</i>	<i>6</i>	<i>5</i>	<i>1</i>
<i>9</i>	<i>8</i>	<i>4</i>	<i>4</i>
<i>10</i>	<i>7</i>	<i>5</i>	<i>2</i>
<i>TOPLAM</i>	<i>32</i>	<i>22</i>	<i>10</i>

7. SINIF/7th GRADE

Unit/ Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
6 Celebrations	<p>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.</p> <p>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.</p> <p>Expressing needs and quantity We need some/a lot of balloons. I have a lot of/many/one or two/some presents.</p> <p>arrange attend beverage, -s decorate fancy guest, -s host, -s invitation card/message invite organize refuse wrap</p>	<p>Listening E7.6.L1. Students will be able to recognize utterances related to suggestions, needs and quantity of things.</p> <p>Spoken Interaction E7.6.S11. Students will be able to talk about arrangements and sequences of actions.</p> <p>Reading E7.6.R1. Students will be able to understand texts about celebrations.</p> <p>Writing E7.6.W1. Students will be able to write invitation cards.</p>	<p>Contexts Advertisements Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines News Reports Notes and Messages Podcasts Posters Questionnaires Stories Tables Videos Websites</p> <p>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</p> <p>Assignments</p> <ul style="list-style-type: none"> • 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.

7. SINIF/7th GRADE

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<p>7 Dreams</p>	<p>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.</p> <p>believe career dream excellent guess imagine make a guess peaceful predict probably receive trick, -s</p>	<p>Listening E7.7.L1. Students will be able to understand utterances about predictions and future events in simple oral texts.</p> <p>Spoken Interaction E7.7.S11. Students will be able to talk about simple predictions.</p> <p>Reading E7.7.R1. Students will be able to understand short and simple texts about predictions.</p> <p>Writing E7.7.W1. Students will be able to write pieces about predictions and future events.</p>	<p>Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Tables Videos Websites</p> <p>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</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students write a simple letter about their dreams and expectations from the future. • Students keep expanding their visual dictionary by including new vocabulary items.

7. SINIF/7th GRADE

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<p>8 Public Buildings</p>	<p>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. 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</p>	<p>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.S11. Students will be able to give explanations with reasons. Reading E7.8.R1. Students will be able to understand simple expressions and recognize familiar words about explanations with reasons. Writing E7.8.W1. Students will be able to write pieces about explanations with reasons.</p>	<p>Contexts Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites</p> <p>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</p> <p>Assignments • Students prepare a map of their neighborhood, including public buildings, and write why they go to each of these places.</p>

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Unit/ Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<b style="color: red;">9 Environment	<p>Describing simple processes First, get the seeds. Then, plant and water them.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>Listening E7.9.L1. Students will be able to understand phrases and the highest frequency vocabulary about environment.</p> <p>Spoken Interaction E7.9.S11. Students will be able to talk about obligations.</p> <p>Reading E7.9.R1. Students will be able to identify specific information in various texts about environment.</p> <p>Writing E7.9.W1. Students will be able to write short, simple messages about environment.</p>	<p>Contexts Advertisement Blogs Diaries/Journal Entries E-mails Illustrations Lists Magazines Maps News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites</p> <p>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</p> <p>Assignments • Students prepare a poster showing the ways of protecting our environment.</p>

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10 Planets	<p>Making simple comparisons — Jupiter is larger than Saturn. — Uranus is cooler than Saturn.</p> <p>Talking about past events When did scientists discover Pluto? In 2003, the Mars Exploration Mission began. They discovered evidence of water.</p> <p>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?</p> <p>atmosphere evidence explore galaxy gravity meteor moon, -s observe orbit planet, -s proof rescue satellite, -s shower, -s solar system, -s space shuttle, -s surface, -s universe</p>	<p>Listening E7.10.L1. Students will be able to identify the discussion topic about popular science in simple oral texts.</p> <p>Spoken Interaction E7.10.SI1. Students will be able to make simple comparisons.</p> <p>E7.10.SI2. Students will be able to talk about past events.</p> <p>Reading E7.10.R1. Students will be able to identify specific information in various texts about facts and general truths.</p> <p>Writing E7.10.W1. Students will be able to write short and basic descriptions of facts and general truths.</p>	<p>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</p> <p>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</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students complete and reflect on their visual dictionaries. • Students prepare a poster about our solar system and give information about the planets.