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| **Unit -8 PUBLIC BUILDINGS** | | | |
|  | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Contexts, Tasks and Assignments** |
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| **4 Hours** | **Giving explanations/reasons**  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.  amusement park, art gallery,  bakery, chemist’s, city hall, coffee shop,  department store, Fire station  game/music store, governorship  movie theater, municipal office  municipality, police station  shopping mall. | **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 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. | **Contexts**  Blogs, Diaries/Journal Entries  Illustrations, Jokes, Magazines  Plays, Podcasts, Posters  Questionnaires, Stories, Tables  Videos  **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 map of their neighborhood,  including public buildings, and write why they go to each of these places. |

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| **Unit -9 ENVIRONMENT** | | | |
|  | **Functions &Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **4 Hours** | **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. | **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 | **Contexts**  Advertisements, Blogs  Diaries/Journal Entries  E-mails, Illustrations  Magazines, News, Reports, Podcasts  Posters, Questionnaires  Stories, Tables, 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 prepare a poster showing the ways of protecting our environment. |

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| **Unit 10 PLANETS** | | | |
| **Date / Hours** | **Functions &Useful Language** | **Skills and Learning Outcomes** | **Contexts, Tasks and Assignments** |
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| **4 Hours** | **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.SI1.** Students will be able to make simple comparisons.  **E7.10.SI2.** 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 write short and basic descriptions of facts and general truths. | **Contexts**  Blogs, Diaries/Journal Entries  Illustrations, Jokes, Magazines  Plays, Podcasts, Posters  Questionnaires, Stories, Tables  Videos  **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 complete and reflect on their visual dictionaries.  • Students prepare a poster about our solar system and give information about the planets. |
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