

LESSON PLAN

Grade: 7

Unit: 7-Dreams

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<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>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.</p>
TESTING & EVALUATION	
<p>Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), 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.</p> <p>Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), 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.</p> <p>Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers.</p> <p>Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), 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.</p>	

25th Week: 17-21 March Time: 40+40+40+40

Lesson 1

Objective: Identify and express personal dreams and goals in different life categories.

- **WARM UP:** Write your dreams under the given categories. Make sentences as in the example. (Page 84)

Instructions:

1. Ask students to think about their dreams and write them under categories: education, career, and family life.
2. Encourage students to create sentences based on the example provided.
3. Facilitate a sharing session where students present their sentences to the class.

- **A. Listening & Writing**

A1. Look at the pictures and decide what they are about. Write EDUCATION, CAREER, or FAMILY LIFE under the pictures. (Page 84)

Instructions:

1. Display the pictures and instruct students to categorize them as education, career, or family life.
2. Pair students to discuss their categorizations with each other.
3. Review the correct answers as a class, prompting students to explain their reasoning.

Lesson 2

- **Objective:** Improve listening skills through identifying details and ordering events.

- **A2. Listen to the speaker and number the pictures in the order you hear. (Page 84)**

Instructions:

1. Play the audio and instruct students to listen carefully to the sequence described.
2. Have students number the pictures based on the order in which they are mentioned.
3. Discuss the correct order in a group setting, encouraging students to share how they determined their answers.

- **A3. Answer the question and tick the things you dream of. (Page 85)**

Instructions:

1. Direct students to read the question and tick the items that match their personal dreams.
2. Ask students to compare their answers with a partner, discussing any similarities or differences.
3. Lead a class discussion on the common dreams shared among the students, emphasizing diverse aspirations.

Lesson 3

- **Objective:** Practice writing simple future predictions based on personal dreams.

- **A4. Write a simple paragraph about your future as in activity A2. Use the things in activity A3 and write your predictions. (Page 85)**

Instructions:

1. Guide students to use their ticked dreams from A3 to write a paragraph about their future predictions.
2. Ask students to share their paragraphs with a partner, providing constructive feedback.
3. Select a few students to read their paragraphs aloud, discussing the use of future tense in predictions.

Lesson 4

Objective: Enhance speaking and listening skills by making and responding to future predictions.

- **B1. Write predictions for the sports in the future. (Page 85)**

Instructions:

1. Have students individually write their predictions about the future of sports.
2. Pair students to share their predictions, prompting them to use phrases like "I think" or "I predict".
3. Facilitate a classroom discussion to explore the variety of predictions made by students.

26th Week: 24-28 March Time: 40+40+40+40

Lesson 1

- **Objective:** Improve listening comprehension through a dialogue.

- **B2. Listen to the dialogue and write "Berk" or "Canan" in the blanks. (Page 86)**

Instructions:

1. Play the audio of the dialogue between Berk and Canan.
2. Instruct students to listen carefully and fill in the blanks with the correct names.
3. Review the answers as a class, asking students to explain how they identified each speaker.

- **B3. Listen to the dialogue again and circle the responses you hear. (Page 86)**

Instructions:

1. Replay the dialogue, focusing on specific responses used by the speakers.
2. Ask students to circle the correct responses from a provided list.
3. Discuss the correct answers and encourage students to share how they distinguished different responses.

Lesson 2

Objective: Practice speaking skills by making predictions and responding to them.

- **B4. Work in pairs. Share your predictions in activity B1 with each other. Give response to your partner's predictions. Use the phrases below. (Page 86)**

Instructions:

1. Pair students and ask them to share their predictions from activity B1 with their partners.
2. Instruct them to respond using phrases like "I hope so", "I think so", or "I don't think so".
3. Facilitate a class discussion to compare responses and explore different viewpoints.

Lesson 3

Objective: Develop reading comprehension and critical thinking skills by analyzing predictions.

- **C1. Look at the chart below and circle the correct answer. (Page 87)**

Instructions:

1. Ask students to read the chart carefully and circle the correct answers.
2. Pair students to discuss their choices and reasoning.
3. Review the answers as a class, encouraging students to justify their choices with evidence from the text.

Lesson 4

Objective: Practice writing and presenting predictions about the future.

- **D1. Look at the headings in the box. Make predictions for the headings below as in the example. (Page 88)**

Instructions:

1. Present the headings and ask students to write predictions for each.
2. Pair students to share their predictions and discuss any differing views.
3. Facilitate a group presentation session where students present their predictions to the class.

27th Week: 7-11 April Time: 40+40+40+40

Lesson 1

- **Objective:** Develop skills in writing predictions and preparing reports.

- **D2. Read the dialogue and write the kids' predictions. (Page 89)**

Instructions:

1. Have students read the provided dialogue and extract the kids' predictions.
2. Discuss these predictions in pairs, encouraging them to think about the reasons behind them.
3. Review as a class and ask students to share their findings.

- **D3. Write your predictions about the future of the world in the box below. (Page 89)**

Instructions:

1. Ask students to think about and write their predictions for the future of the world.
2. Pair students to share their ideas and provide feedback to each other.
3. Collect some predictions to discuss as a class, emphasizing different viewpoints.

Lesson 2

Objective: Practice presentation skills by presenting a report on future predictions.

- **D4. Prepare a short report on the future of the world. Use your predictions in activity D3. Present your report to your classmates. (Page 89)**

Instructions:

1. Instruct students to use their predictions from activity D3 to prepare a short report.
2. Allow time for students to practice their reports in pairs or small groups.
3. Facilitate a class presentation session, providing feedback on both content and presentation skills.

Lesson 3

- **Objective:** Develop reading and comprehension skills by analyzing written predictions.

- **E1. Work in pairs. Ask and answer the following questions to each other. (Page 90)**

Instructions:

1. Pair students and have them ask and answer the provided questions about their future predictions.
2. Encourage them to note down their partner's answers.
3. Discuss the most interesting predictions as a class.

- **E2. Read the e-mails below. Circle the correct answers about Darren's and Suzy's predictions. (Page 90)**

Instructions:

1. Have students read the emails and identify the correct answers to the questions.
2. Pair students to discuss their answers, ensuring understanding.
3. Review as a class and explore why certain answers were correct.

Lesson 4

- **Objective:** Enhance writing skills by composing a letter about personal dreams.

- **PROJECT: Write a letter to a friend of yours about your dreams and expectations for the future. (Page 90)**

Instructions:

1. Guide students to plan and write a letter detailing their dreams and future expectations.
2. Pair students to exchange and review each other's letters, providing constructive feedback.
3. Collect the letters and select a few to be read aloud, with permission from the writers.

LET'S PRACTICE Activities A-I (Pages 91-94)

Instructions:

1. Provide all practice activities, asking students to complete them individually or in pairs.
2. Review each activity as a class, discussing answers and clarifying any doubts.
3. Encourage students to share their thoughts and reflections on what they have learned throughout the unit.

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

Uygundur .../.../...

Okul Müdürü