İNGİLİZCE DERSİ

2019 – 2020 Eğitim Öğretim Yılı İkinci Dönem

ÖĞRETİM PROGRAMI
(Kritik konu ve kazanımlar)

(Ortaokul 6. Sınıf)

ANKARA, 2020
### 6. Sınıf İngilizce Öğretim Programı

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<td>Unit/ Theme</td>
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<td>6 Occupations</td>
<td><strong>Talking about occupations</strong></td>
<td><strong>Listening</strong> E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts.</td>
<td>Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos</td>
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<td>What does your uncle do? — He’s a salesman, but he also works at a restaurant on Fridays. What do you do? — I am a nurse. Can you build a house? — No, I can’t! What can you do? — I can make dresses. I can cut and sew fabric.</td>
<td><strong>E6.6.L2. Students will be able to understand the time, days and dates.</strong></td>
<td>Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who... Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information</td>
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<td><strong>Asking personal questions</strong> Was s/he in Istanbul last week? Were you at school yesterday? When were you born? Where was s/he born?</td>
<td><strong>Spoken Interaction</strong> E6.6.SI1. Students will be able to talk about occupations.</td>
<td>Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students find out the occupations of their family members and write what they do.</td>
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<td><strong>Telling the time, days and dates</strong> — S/he was in Istanbul in May. — I was at school yesterday. — I was born on 10th of February, 2005. — S/he was born in Malatya in 1990.</td>
<td><strong>Spoken Production</strong> E6.6.SP2. Students will be able to state the dates.</td>
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<td><strong>Reading</strong> E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates.</td>
<td><strong>Writing</strong> E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.</td>
<td><strong>Assignments</strong></td>
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<td><strong>Listening</strong> E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts.</td>
<td><strong>E6.6.L2. Students will be able to understand the time, days and dates.</strong></td>
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<td><strong>Spoken Interaction</strong> E6.6.SI1. Students will be able to talk about occupations.</td>
<td><strong>Spoken Production</strong> E6.6.SP2. Students will be able to state the dates.</td>
<td><strong>Assignments</strong></td>
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<td><strong>Reading</strong> E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates.</td>
<td><strong>Writing</strong> E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.</td>
<td><strong>Assignments</strong> • Students keep expanding their visual dictionary by including new vocabulary items. • Students find out the occupations of their family members and write what they do.</td>
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7 Holidays

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<td>Talking about past events (Making simple inquiries)</td>
<td><strong>Listening</strong>&lt;br&gt;E6.7.L1. Students will be able to spot the activities about holidays in oral texts.</td>
<td>Contexts&lt;br&gt;Advertisements&lt;br&gt;Brochures&lt;br&gt;Cartoons&lt;br&gt;Conversations&lt;br&gt;Illustrations&lt;br&gt;Maps&lt;br&gt;Magazines&lt;br&gt;Postcards&lt;br&gt;Posters&lt;br&gt;Songs&lt;br&gt;Stories&lt;br&gt;Videos</td>
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<td>What did you do in your holiday? —I played with my friends, and I learned skiing. —My brother and I climbed trees and picked fruit. I enjoyed it. —We walked in the forest yesterday. What did s/he do in the holiday? —S/he studied English. —S/he visited her/his grandparents last week.</td>
<td><strong>Spoken Interaction</strong>&lt;br&gt;E6.7.SI1. Students will be able to talk about their holidays.</td>
<td>Tasks/Activities&lt;br&gt;Drama (Role Play, Simulation, Pantomime) Find Someone Who...&lt;br&gt;Games&lt;br&gt;Information/Opinion Gap&lt;br&gt;Information Transfer&lt;br&gt;Making Puppets&lt;br&gt;Matching&lt;br&gt;Labeling&lt;br&gt;Questions and Answers&lt;br&gt;Reordering&lt;br&gt;Storytelling&lt;br&gt;True/False/No information</td>
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<td>forest, -s flower, -s fruit</td>
<td><strong>Reading</strong>&lt;br&gt;E6.7.R1. Students will be able to understand short, simple sentences and expressions related to past activities.</td>
<td>Assignments&lt;br&gt;• Students prepare a postcard and write about what they did on their holiday. • Students prepare a pamphlet showing different places for different holiday activities in their country.</td>
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<td>lake, -s mountain, -s pick river, -s sailing seaside sightseeing skiing snowball snowman tree, -s</td>
<td><strong>Writing</strong>&lt;br&gt;E6.7.W1. Students will be able to write short and simple pieces in various forms about holidays.</td>
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6. SINIF/6th GRADE

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</table>
|             | Talking about locations of things and people | Listening  
E6.8.L1. Students will be able to listen to the instructions and locate things.  
E6.8.L2. Students will be able to understand past events in oral texts. |  
Contexts  
Brochures  
Captions  
Cartoons  
Conversations  
Illustrations  
Magazines  
Probes/Realia  
Podcasts  
Posters  
Songs  
Stories  
Videos  
Tasks/Activities  
Drama (Role Play, Simulation, Pantomime) Find Someone Who ...  
Games  
Information/Opinion Gap  
Information Transfer  
Matching  
Labeling  
Questions and Answers  
Reordering  
Storytelling  
True/False/No information  
Assignments  
• Students keep expanding their visual dictionary by including new vocabulary items. |
|             | Talking about past events | Spoken Interaction  
E6.8.SI1. Students will be able to talk about the locations of people and things.  
E6.8.SI2. Students will be able to talk about past events with definite time. |  |
|             | What happened in the library yesterday? — I read important books.  
— I found some interesting information in the magazines.  
— I looked up/for some dictionaries. | Reading  
E6.8.R1. Students will be able to understand short, simple sentences and expressions about past events with definite time. |  |
|             | author/writer borrow/lend bookshelf  
dictionary e-book important information library  
look at/for/up magazine newspaper novel poetry story | Writing  
E6.8.W1. Students will be able to write about past events with definite time. |  |
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| 9 Saving the Planet | Giving and responding to simple suggestions  
What should we do to save our world?  
—We should save energy.  
—We can use less water and electricity.  
—We should recycle the batteries.  
—We should not harm animals.  
—Turn off the lights.  
—Don’t waste water.  
—Unplug the TV.  
air/water/noise pollution  
cut down  
damage  
garbage  
electrical device, -s  
harm  
litter  
plug (unplug)  
recycle  
rubbish  
reduce  
save  
trash  
waste | Listening  
E6.9.L2. Students will be able to understand suggestions related to the protection of the environment in simple oral texts.  
Spoken Interaction  
E6.9.S11. Students will be able to give each other suggestions about the protection of the environment.  
Reading  
E6.9.R1. Students will be able to understand the texts about the protection of the environment.  
Writing  
E6.9.W1. Students will be able to write simple pieces about the protection of the environment. | Contexts  
Advertisements  
Blogs  
Brochures  
Captions  
Cartoons  
Conversations  
Illustrations  
Magazines  
Notes and Messages  
Podcasts  
Posters  
Signs  
Songs  
Stories  
Videos  
Tasks/Activities  
Drama (Role Play, Simulation, Pantomime) Find Someone Who ...  
Games  
Information/Opinion Gap  
Information Transfer  
Labeling  
Matching  
Question and Answer  
Reordering  
Storytelling  
True/False/No information  
Assignments  
• Students prepare slogans/notes/posters about saving energy at school and hang them on the walls. |
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<td>10 Democracy</td>
<td>Talking about stages of a procedure You should ...</td>
<td>Listening E6.10.L1. Students will be able to recognize some key features related to the concept of democracy.</td>
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<td>choose your candidate. talk about your plans/opinions. respect others. write the name of the candidate. fold the paper. put it into the ballot box.</td>
<td>Spoken Production E6.10.SP1. Students will be able to give short descriptions of past and present events.</td>
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<td>Making simple inquiries Are you a candidate? Who is your candidate? Do you support Ahmet in the election? Who do you support in the election?</td>
<td>Reading E6.10.R1. Students will be able to recognize familiar words and simple phrases related to the concept of democracy.</td>
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<td>Talking about past events —We had an election in our school. —We elected our classroom president. —Our classroom president gave us a speech. ballot box, -es campaign, -s candidate, -s child/human right, -s election, -s fair law, -s make/give a speech president poll public respect republic vote</td>
<td>Writing E6.10.W1. Students will be able to write simple pieces about concepts related to democracy.</td>
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<td>Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Posts Signs Songs Stories Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answer Reordering Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • Students work in groups and create an election campaign poster for classroom presidency.</td>
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</table>