



T.C.
MİLLÎ EĞİTİM BAKANLIĞI

İNGİLİZCE DERSİ

ÖĞRETİM PROGRAMI
(Kritik konu ve kazanımlar)

(Ortaokul 6. Sınıf)

2019 – 2020
Eğitim Öğretim Yılı
İkinci Dönem

6. 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>7</i> | <i>6</i> | <i>1</i> |
| <i>7</i> | <i>5</i> | <i>4</i> | <i>1</i> |
| <i>8</i> | <i>9</i> | <i>6</i> | <i>3</i> |
| <i>9</i> | <i>7</i> | <i>4</i> | <i>3</i> |
| <i>10</i> | <i>6</i> | <i>4</i> | <i>2</i> |
| <i>TOPLAM</i> | <i>34</i> | <i>24</i> | <i>10</i> |

6. SINIF/6th GRADE

| Unit/ Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|----------------------|---|--|--|
| 6 Occupations | <p>Talking about occupations 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.</p> <p>Asking personal questions Was s/he in Istanbul last week? Were you at school yesterday? When were you born? Where was s/he born?</p> <p>Telling the time, days and dates —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. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s</p> | <p>Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts.</p> <p>E6.6.L2. Students will be able to understand the time, days and dates.</p> <p>Spoken Interaction E6.6.S11. Students will be able to talk about occupations.</p> <p>Spoken Production E6.6.SP2. Students will be able to state the dates.</p> <p>Reading E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates.</p> <p>Writing E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.</p> | <p>Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos</p> <p>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</p> <p>Assignments</p> <ul style="list-style-type: none"> • 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. |

6. SINIF/6th GRADE

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|-------------------|--|---|---|
| 7 Holidays | <p>Talking about past events (Making simple inquiries) 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.</p> <p>forest, -s flower, -s fruit lake, -s mountain, -s pick river, -s sailing seaside sightseeing skiing snowball snowman tree, -s</p> | <p>Listening E6.7.L.1. Students will be able to spot the activities about holidays in oral texts.</p> <p>Spoken Interaction E6.7.SII. Students will be able to talk about their holidays.</p> <p>Reading E6.7.R1. Students will be able to understand short, simple sentences and expressions related to past activities.</p> <p>Writing E6.7.W1. Students will be able to write short and simple pieces in various forms about holidays.</p> | <p>Contexts Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Postcards Posters Songs Stories Videos</p> <p>Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Making Puppets Matching Labeling Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • 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. |

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| <p>8 Bookworms</p> | <p>Talking about locations of things and people Where is s/he? —S/he is in front of/next to/near/behind/between/under/over ... I can't find my book. Can you help me? — Look! It is under the bed.</p> <p>Talking about past events What happened in the library yesterday? —I read important books. —I found some interesting information in the magazines. —I looked up/for some dictionaries. author/writer borrow/lend bookshelf dictionary e-book important information library look at/for/up magazine newspaper novel poetry story</p> | <p>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.</p> <p>Spoken Interaction E6.8.S1. Students will be able to talk about the locations of people and things. E6.8.S2. Students will be able to talk about past events with definite time.</p> <p>Reading E6.8.R1. Students will be able to understand short, simple sentences and expressions about past events with definite time.</p> <p>Writing E6.8.W1. Students will be able to write about past events with definite time.</p> | <p>Contexts Brochures Captions Cartoons Conversations Illustrations Magazines Probes/Realia Podcasts Posters Songs Stories Videos</p> <p>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</p> <p>Assignments • Students keep expanding their visual dictionary by including new vocabulary items.</p> |

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|-----------------------------------|---|--|---|
| <p>9 Saving the Planet</p> | <p>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.</p> <p>air/water/noise pollution cut down damage garbage electrical device, -s harm litter plug (unplug) recycle rubbish reduce save trash waste</p> | <p>Listening E6.9.I.2. Students will be able to understand suggestions related to the protection of the environment in simple oral texts.</p> <p>Spoken Interaction E6.9.SI1. Students will be able to give each other suggestions about the protection of the environment.</p> <p>Reading E6.9.R1. Students will be able to understand the texts about the protection of the environment.</p> <p>Writing E6.9.W1. Students will be able to write simple pieces about the protection of the environment.</p> | <p>Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Posters Signs Songs Stories Videos</p> <p>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</p> <p>Assignments • Students prepare slogans/notes/posters about saving energy at school and hang them on the walls.</p> |

6. SINIF/6th GRADE

| Unit/ Theme | Functions & Useful Language | Language Skills and Learning Outcomes | Suggested Contexts, Tasks and Assignments |
|----------------------------|--|---|--|
| <p>10 Democracy</p> | <p>Talking about stages of a procedure You should ... 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.</p> <p>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?</p> <p>Talking about past events —We had an election in our school. —We elected our classroom president. —Our classroom president gave us a speech.</p> <p>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</p> | <p>Listening E6.10.L1. Students will be able to recognize some key features related to the concept of democracy.</p> <p>Spoken Production E6.10.SP1. Students will be able to give short descriptions of past and present events.</p> <p>Reading E6.10.R1. Students will be able to recognize familiar words and simple phrases related to the concept of democracy.</p> <p>Writing E6.10.W1. Students will be able to write simple pieces about concepts related to democracy.</p> | <p>Contexts Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Postes Signs Songs Stories Videos</p> <p>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</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students complete and reflect on their visual dictionaries. • Students work in groups and create an election campaign poster for classroom presidency. |