**İNGİLİZCELE ORTAOKULU 2019-2020 EĞİTİM-ÖĞRETİM YILI**

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**6. SINIFLAR ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI (1. DÖNEM)**

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| **TIME** (SÜRE) | **FUNCTIONS**(HEDEF VE KAZANIMLAR) | **TOPICS**(KONULAR) | **LANGUAGE TASKS AND STUDY SKILLS/METHODS**(YÖNTEM VE TEKNİKLER) | **MATERIALS**(KULLANILAN EĞİTİMTEKNOLOJİLERİ-ARAÇ VE GEREÇLER) | **EVALUATION**(DEĞERLENDİRME) |
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| 09-13SEPTEMBER | 1 | 3 | **Describing what people do regularly (Making simple inquiries)** **Telling the time, days and dates** | **Unit 1:** **LIFE** | **Listening** • Students will be able to recognize phrases, words, and expressions related to repeated actions. **Spoken Interaction**Students will be able to talk about repeated actions.**Spoken Production**• Students will be able to use a series of phrases and simple expressions to express their repeated actions. • Students will be able to tell the time and days.**Reading**• Students will be able to understand short and simple texts, such as personal narratives about repeated actions. | **Contexts**Advertisements Cartoons - Charts Conversations Illustrations - Lists - Notices Picture strip story Postcards - Posters - Songs Stories - Tables Videos - Websites**Tasks/Activities**Chants and Songs Drama (Role Play, Simulation, Pantomime) Games - Information Transfer Labeling Matching Questions and Answers Reordering True/False/No information**Assignments**• Students prepare a visual dictionary by including new vocabulary items. • Students conduct a survey about their classmates’ favorite school/after-school activities and prepare a poster. | **Projects**• Students prepare a poster showing what their favorite singer/actor/sports figure does after work. • Students conduct a survey about their classmates’ favorite after-school activities and prepare a poster. Dossier• Students start filling in the European Language Portfolio |
| 16-20SEPTEMBER | 2 | 3 |
| 23-27SEPTEMBER | 3 | 3 |

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| 30-04OCTOBER | 4 | 3 | **Accepting and refusing****Describing what people do regularly** **Expressing likes and dislikes**  | **Unit 2:** **YUMMY BREAKFAST** | **Listening** • Students will be able to identify the names of different food in an oral text.**Spoken Interaction**• Students will be able to ask people about their food preferences. **Spoken Production**• Students will be able to express their opinions about the food they like and don’t like. **Reading**• Students will be able to understand short and simple texts about food and preferences. • Students will be able to understand the label of food products.  | **Contexts**Advertisements Cartoons Charts Conversations Illustrations - Lists - Menus Notices Picture strip story Postcards - Posters - Songs Stories - Tables Videos - Websites**Tasks/Activities**Games Drama (Role Play, Simulation, Pantomime) Information - Transfer Labeling Questions and Answers True/False/No information**Assignments** • Students prepare a poster that shows and categorizes different food and drinks for breakfast. • In pairs students act out a role play about the food and drinks they like/don’t like. | **Projects**• Students work in pairs or individually and prepare a short video talking about the foods they like and don’t like. They are supposed to use real objects, in this case real fruits, vegetables, etc. |
| 07-11OCTOBER | 5 | 3 |
| 14-18OCTOBER | 6 | 3 |

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| 21-25OCTOBER | 7 | 3 | **29th October****Atatürk, the founder of Turkish Republic**(29 Ekim Cumhuriyet Bayramı)**10th November,****The anniversary of Atatürk’s passing away**(10 Kasım Atatürk’ü Anma Günü ve Atatürk Haftası)**Describing places (Making comparisons)****Describing what people are doing now** **(Making simple inquiries)** | **Unit 3:****DOWNTOWN** | **Listening** • Students will be able to identify expressions and phrases related to present events. • Students will be able to pick up the expressions in a dialogue comparing things. **Spoken Interaction**• Students will be able to ask people questions about what they are doing at the moment.• Students will be able to ask people to compare things.**Spoken Production**• Students will be able to describe people doing different actions.• Students will be able to make comparisons between two things.**Reading**• Students will be able to understand visually supported, short and simple texts. | **Contexts**Brochures Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime) Information/Opinion Gap Information Transfer Games Labeling Matching Question and Answers True/False/No information **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students take/draw a picture of their street/ neighborhood in the morning and describe what everyone is doing (they can use professions as well). • Students prepare a poster comparing their hometown with another city. | ***FIRST WRITTEN EXAM*****Project**Students prepare a poster showing the streets of their own town and they tell each other how to go to school, library, etc.  |
| 28-01NOVEMBER | 8 | 3 |
| 04-08NOVEMBER | 9 | 3 |
|  |  |
| 11-15NOVEMBER | 10 | 3 | **Describing the weather****Making simple inquiries****Expressing emotions** |  **Unit 4:** **WEATHER AND EMOTIONS** | **Listening** • Students will be able to pick up specific information from short oral texts about weather conditions and emotions. **Spoken Interaction**• Students will be able to ask people about the weather.**Spoken Production**• Students will be able to talk about the weather and their emotions in a simple way. **Reading**• Students will be able to understand short and simple texts about the weather, weather conditions and emotions.  | **Contexts**Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Signs Songs Stories Videos Websites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information**Assignments** • Students prepare a chart for weather forecast and include visuals in the chart. • Students act out weather conditions by using different emotions in various situations. |  |
| 25-29NOVEMBER | 11 | 3 |
| 02-06DECEMBER | 12 | 3 |
| 09-13DECEMBER | 13 | 3 |

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| 16-20DECEMBER | 14 | 3 | **01 January New Year****Describing places****Expressing feelings****Expressing likes and dislikes****Stating personal opinions** | **Unit 5:** **AT THE FAIR** | **Listening** • Students will be able to recognize the words related to the expression of emotions. **Spoken Interaction**• Students will be able to talk about and express the feelings and personal opinions about places and things. **Spoken Production**• Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. **Reading**• Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. • Students will be able to read specific information on a poster about a certain place. | **Contexts**Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Podcasts Posters Songs Stories Videos**Tasks/Activities**Chants and Songs Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer Labeling Matching Question and Answers True/False/No information **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • In groups, students prepare a poster of a fair and then they talk about their feelings and personal opinions concerning the fair poster. | **SECOND WRITTEN EXAM** |
| 23-27DECEMBER | 15 | 3 |
| 30-03JANUARY | 16 | 3 |
| 06-10JANUARY | 17 | 3 |
| 13-17JANUARY | 18 | 3 |
| **THE END OF THE FIRST TERM** |

**İNGİLİZCELE ORTAOKULU 2019-2020 EĞİTİM-ÖĞRETİM YILI**

**6. SINIFLAR ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI (2. DÖNEM)**

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| **TIME** (SÜRE) | **FUNCTIONS**(HEDEF VE KAZANIMLAR) | **TOPICS**(KONULAR) | **LANGUAGE TASKS AND STUDY SKILLS/METHODS**(YÖNTEM VE TEKNİKLER) | **MATERIALS**(KULLANILAN EĞİTİMTEKNOLOJİLERİ-ARAÇ VE GEREÇLER) | **EVALUATION**(DEĞERLENDİRME) |
| **MONTH** (AY) | **WEEK** (HAFTA) | **HOUR** (SAAT) |
| 03-07FEBRUARY | 19 | 3 | **Talking about past occupations****Asking personal questions****Telling the time, days and dates**  | **Unit 6:** **OCCUPATIONS** | **Listening** • Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts.• Students will be able to understand the time, days and dates.**Spoken Interaction**• Students will be able to talk about occupations. **Spoken Production**• Students will be able to ask personal questions. • Students will be able to state the dates. **Reading**• Students will be able to understand familiar words and simple sentences about occupations and the dates. **Writing**Students will be able to produce a piece of writing about occupations and the dates. | **Contexts**Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos**Tasks/Activities**Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Information/Opinion Gap Information Transfer MatchingLabeling Questions and Answers Reordering Storytelling True/False/No information**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. | **Projects**• Students search the Internet for interesting jobs and they make a power point presentation in the classroom. |
| 10-14FEBRUARY | 20 | 3 |
| 17-21FEBRUARY | 21 | 3 |

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| 24-28FEBRUARY | 22 | 3 | **Talking about past events (Making simple inquiries)** 18th March**The Remembrance of Çanakkale Martyrs**(18 Mart Şehitleri Anma Günü ve Çanakkale Deniz Zaferi) | **Unit 7:** **HOLIDAYS** | **Listening** • Students will be able to spot the activities about holidays in oral texts.**Spoken Interaction**• Students will be able to talk about their holidays.**Spoken Production**• Students will be able to describe past activities and personal experiences.**Reading**• Students will be able to understand short, simple sentences and expressions related to past activities.**Writing**• Students will be able to write short and simple pieces in various forms about holidays. | **Contexts**Advertisements Brochures Cartoons Conversations Illustrations Maps Magazines Postcards Posters Songs Stories Videos**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**Assignments** • 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. |   |
| 02-06MARCH | 23 | 3 |
| 09-13MARCH | 24 | 3 |

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| 16-20MARCH | 25 | 3 | **Talking about locations of things and people****Talking about past events**  | **Unit 8:****BOOKWORMS** | **Listening** • Students will be able to listen to the instructions and locate things.• Students will be able to understand past events in oral texts. **Spoken Interaction**• Students will be able to talk about the locations of people and things.• Students will be able to talk about past events with definite time. **Spoken Production**• Students will be able to describe the locations of people and things.• Students will be able to describe past events with definite time.**Reading**• Students will be able to understand short, simple sentences and expressions about past events with definite time.**Writing**• Students will be able to write about past events with definite time.• Students will be able to write about the locations of people and things. | **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. | **FIRST WRITTEN EXAM** |
| 23-27MARCH | 26 | 3 |
| 30-03APRIL | 27 | 3 |

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| 13-17APRIL | 28 | 3 | **Giving & responding to simple instructions****23rd April****National Sovereignty and Children’s Day**(23 Nisan Ulusal Egemenlik ve Çocuk Bayramı) | **Unit 9:****SAVING THE PLANET** | **Listening** • Students will be able to recognize appropriate attitudes to save energy and to protect the environment.• Students will be able to understand suggestions related to the protection of the environment in simple oral texts.**Spoken Interaction**• Students will be able to give each other suggestions about the protection of the environment.**Spoken Production**• Students will be able to talk to people about the protection of the environment. **Reading**• Students will be able to understand the texts about the protection of the environment.• Students will be able to follow short, simple written instructions. **Writing**Students will be able to write simple pieces about the protection of the environment. | **Contexts**Advertisements Blogs BrochuresCaptions 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. |  |
| 20-24APRIL | 29 | 3 |
| 27-01MAY | 30 | 3 |
| 04-08MAY | 31 | 3 |

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| 11-15MAY | 32 | 3 | **Talking about stages of a procedure** **Making simple inquiries****Talking about past events**19th May**Youth and Sports Day**(19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı) | **Unit 10:** **DEMOCRACY** | **Listening** • Students will be able to recognize some key features related to the concept of democracy. **Spoken Interaction**• Students will be able to talk about the stages of classroom president polls.**Spoken Production**• Students will be able to give short descriptions of past and present events.• Students will be able to talk about the concept of democracy. **Reading**• Students will be able to recognize familiar words and simple phrases related to the concept of democracy.**Writing**• Students will be able to write simple pieces about concepts related to democracy. | **Contexts**Advertisements Blogs Brochures Captions Cartoons Conversations Illustrations Magazines Notes and Messages Podcasts Postes 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. | **SECOND WRITTEN EXAM** |
| 18-22MAY | 33 | 3 |
| 25-29MAY | 34 | 3 |
| 01-05JUNE | 35 | 3 |
| 08-12JUNE | 36 | 3 | **Revision of the past subjects** |  |  |   |  |
| 15-19JUNE | **37** | **3** | **Consolidation** |  |  |  |  |
| **THE END OF THE ACADEMIC YEAR** |

**Bu plan; Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı 01.02.2013 tarih ve 6sayılı İlköğretim Kurumları (İlkokullar ve Ortaokullar)**

**İngilizce Dersi (2, 3, 4, 5, 6, 7 ve 8. Sınıflar) Öğretim Programına göre hazırlanmıştır.**

**UYGUNDUR**

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**İngilizce Öğretmeni Okul Müdürü**