**FEVZİ ÇAKMAK ORTAOKULU 2018-2019 EĞİTİM-ÖĞRETİM YILI**

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME** (SÜRE) | | | **FUNCTIONS**  (HEDEF VE KAZANIMLAR) **NATIONAL DAYS** | **TOPICS**  (KONULAR) | **LANGUAGE TASKS AND STUDY SKILLS/METHODS**  (YÖNTEM VE TEKNİKLER) | **MATERIALS**  (KULLANILAN EĞİTİM  TEKNOLOJİLERİ-ARAÇ VE GEREÇLER) | **EVALUATION**  (DEĞERLENDİRME) |
| **MONTH** (AY) | **WEEK** (HAFTA) | **HOUR** (SAAT) |
| 17-21  SEPTEMBER | 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. 19th May **Youth and Sports Day**  (19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı)  **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 |
| 24-28  SEPTEMBER | 2 | 3 |
| 01-05  OCTOBER | 3 | 3 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 08-12  OCTOBER | 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. |
| 15-19  OCTOBER | 5 | 3 |
| 22-26  OCTOBER | 6 | 3 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29-02  NOVEMBER | 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. | |
| 05-09  NOVEMBER | 8 | | 3 |
| 12-16  NOVEMBER | 9 | | 3 |
|  | | |  | |
| 19-23  NOVEMBER | 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. | | |  |
| 26-30  NOVEMBER | 11 | 3 | |
| 03-07  DECEMBER | 12 | 3 | |
| 10-14  DECEMBER | 13 | 3 | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 17-21  DECEMBER | 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** |
| 24-28  DECEMBER | 15 | 3 |
| 31-04  JANUARY | 16 | 3 |
| 07-11  JANUARY | 17 | 3 |
| 14-18  JANUARY | 18 | 3 |
| **THE END OF THE FIRST TERM** | | | | | | | |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TIME** (SÜRE) | | | **FUNCTIONS**  (HEDEF VE KAZANIMLAR) **NATIONAL DAYS** | **TOPICS**  (KONULAR) | **LANGUAGE TASKS AND STUDY SKILLS/METHODS**  (YÖNTEM VE TEKNİKLER) | **MATERIALS**  (KULLANILAN EĞİTİM  TEKNOLOJİLERİ-ARAÇ VE GEREÇLER) | **EVALUATION**  (DEĞERLENDİRME) |
| **MONTH**  (AY) | **WEEK** (HAFTA) | **HOUR** (SAAT) |
| 04-08  FEBRUARY | 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 Matching  Labeling 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. |
| 11-15  FEBRUARY | 20 | 3 |
| 18-22  FEBRUARY | 21 | 3 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 25-01  FEBRUARY | 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. |  |
| 04-08  MARCH | 23 | 3 |
| 11-15  MARCH | 24 | 3 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 18-22  MARCH | 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** |
| 25-29  MARCH | 26 | 3 |
| 01-05  APRIL | 27 | 3 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 08-12  APRIL | 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  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. |  |
| 15-19  APRIL | 29 | 3 |
| 22-26  APRIL | 30 | 3 |
| 29-03  MAY | 31 | 3 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 06-10  MAY | 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** |
| 13-17  MAY | 33 | 3 |
| 20-24  MAY | 34 | 3 |
| 27-31  MAY | 35 | 3 |
| 03-07  JUNE | 36 | 3 | **Revision of the past subjects** |  |  |  |  |
| 010-14  JUNE | **37** | **3** | **Consolidation** |  |  |  |  |
| **THE END OF THE ACADEMIC YEAR** | | | | | | | |

**[www.egitimhane.com](http://www.egitimhane.com)**

**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.**

|  |  |  |  |
| --- | --- | --- | --- |
| **İngilizce Öğretmeni** |  |  | **Uygundur**  **10/09/2018** |
| **Latife BALIKÇI** |  |  | **Haci YÜKSELER**  **OKUL MÜDÜRÜ** |