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| **2022-2023 EĞİTİM-ÖĞRETİM YILI ……………………………… ORTAOKULU 6. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **SEPTEMBER** | 12-16 | 3 | **Unit 1: Life** | **Describing what people do regularly**  **(Making simple inquiries)**  What do you do at/after school?  —I do my homework.  —I play football on Wednesdays.  —I finish all my homework.  —I go to my step dance class.  What does s/he do at/after school?  —S/he listens to the teacher.  —S/he helps her/his mother.  —S/he rests after school.  **Telling the time and dates**  What time is it? / What is the time?  —It’s five p.m.  —It’s quarter past five.  —It’s ten to nine.  —It’s twenty past three.  What is the date today?  —11 August 2016.  attend  diary, -ies  rest  run errands  take ...  ... a nap  ... care of something  ... courses  visit ...  ... friends  ... my aunt/uncle.  traditional/folk dance | **Listening**  **E6.1.L1.** Students will be able to recognize phrases, words, and expressions related to repeated actions.  **Spoken Interaction**  **E6.1.SI1.** Students will be able to talk about repeated actions.  **Spoken Production**  **E6.1.SP1.** Students will be able to use a series of phrases and simple expressions to express their repeated actions.  **E6.1.SP2.** Students will be able to tell the time and dates**.**  **Reading**  **E6.1.R1.** 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. | |  | |
| 19-23 | 3 |
| 26-30 | 3 |
| **OCTOBER** | 03-07 | 3 |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **OCTOBER** | 10-14 | 3 | **Unit 2: Yummy Breakfast** | **Accepting and refusing**  Can I have some cheese?  —Sure.  —No, it’s all gone.  Do you want some tea?  —Yes, please.  —No, thanks. I don’t like tea.  —No, thanks. I don’t want any tea.  **Describing what people do regularly**  I eat honey and butter in the mornings.  **Expressing likes and dislikes**  Yummy! I love/like muffins!  I don’t like junk food.  It’s my favorite!  Enjoy it!  bagel, -s  butter  cereal  croissant, -s  egg, -s  fruit/orange/apple/… juice  jam  junk food  muffin, -s  pancake, -s  sausage, -s  nutritious  tea/coffee/milk | **Listening**  **E6.2.L1.** Students will be able to identify the names of different food in an oral text.  **Spoken Interaction**  **E6.2.SI1.** Students will be able to ask people about their food preferences.  **Spoken Production**  **E6.2.SP1.** Students will be able to express their opinions about the food they like and don’t like.  **Reading**  **E6.2.R1.** Students will be able to understand short and simple texts about food and preferences.  **E6.2.R2.** 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. | |  | |
| 17-21 | 3 |
| 24-28 | 3 |
| 31-04 Nov | 3 |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **NOVEMBER** | 07-11 | 3 | **Unit 3: Downtown** | **Describing places**  **(Making comparisons)**  Downtown is busier on Mondays.  A skyscraper is higher than a school  building.  Which city is more beautiful?  New York or Istanbul?  The street is more crowded than the park.  **Describing what people are doing**  **now (Making simple inquiries)**  What is s/he doing now/at the moment?  —S/he is feeding the street cats.  —Feeding?  —Yes, s/he is.  What is s/he doing right now?  —S/he’s reading a book right now.  busy  crowded  downtown  feed  hometown  high  kiosk, -s  sell  skyscraper, -s  street  town, -s  traffic jam  <https://www.ingilizceciyiz.com/> | **Listening**  **E6.3.L1.** Students will be able to identify  expressions and phrases related to present events.  **E6.3.L2.** Students will be able to pick up the expressions in a dialogue comparing things.  **Spoken Interaction**  **E6.3.SI1.** Students will be able to ask people questions about what they are doing at the moment.  **E6.3.SI2.** Students will be able to ask people to compare things.  **Spoken Production**  **E6.3.SP1.** Students will be able to describe people doing different actions.  **E6.3.SP2.** Students will be able to make  comparisons between two things.  **Reading**  **E6.3.R1.** 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  **1ST EXAM**  **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. | | **1st written exam** | |
| 14-18 MID-TERM HOLIDAY | |
| 21-25 | 3 |
| 28-02 DEC | 3 |
| **MONTH** | **DAYS** |  | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **DECEMBER** | 05-09 | 3 | **Unit 4: Weather and Emotions** | **Describing the weather**  What’s the weather like?  —It’s foggy.  —It’s very cold. It is 2 degrees Celsius!  —It is stormy. I feel scared.  —It’s not snowy in the desert. It is dry.  **Making simple inquiries**  —I don’t get it. Can you repeat that,  please?  **Expressing emotions**  I feel …  anxious  moody  sleepy  cloudy  fabulous  freezing  hailing  lightning  stormy  windy | **Listening**  **E6.4.L1.** Students will be able to pick up specific information from short oral texts about weather conditions and emotions.  **Spoken Interaction**  **E6.4.SI1.** Students will be able to ask people about the weather.  **Spoken Production**  **E6.4.SP1.** Students will be able to talk about the weather and their emotions in a simple way.  **Reading**  **E6.4.R1**. Students will be able to understand short and simple texts about the weather, weather conditions and emotios. | | **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. | |  | |
| 12-16 | 3 |
| 19-23 | 3 |
| 26-30 | 3 |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **JANUARY** | 02-06 | 3 | **Unit 5: At the Fair** | **Describing places**  There are many fun things at the fair.  —Roller coasters are crazy!  **Expressing feelings**  —I think they are frightening.  **Expressing likes and dislikes**  —I agree. I like the roller coaster very much.  —I like the train ride. It is fun.  —I hate bumper cars. They are boring.  —I think a ghost train is more  frightening than the roller coaster.  **Stating personal opinions**  What do you think about fairs?  —I think they are exciting places.  —I disagree. I think they are fun.  amazing  boring  bumper car, -s  carnival  carrousel, -s  crazy  dull  exciting  fantastic  ferris wheel  ghost train, -s  horrible  interesting  roller coaster, -s  terrifying  thrilling | **Listening**  **E6.5.L1.** Students will be able to recognize the words related to the expression of emotions.  **Spoken Interaction**  **E6.5.SI1.** Students will be able to talk about and express the feelings and personal opinions about places and things.  **Spoken Production**  **E6.5.SP1.** Students will be able to use various simple expressions to state the feelings and personal opinions about places and things.  **Reading**  **E6.5.R1.** Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things.  **E6.5.R2.** Students will be able to read specific information on a poster about a certain place.  <https://www.ingilizceciyiz.com/> | | **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  **2ND EXAM**  **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. | | **2nd written exam** | |
| 09-13 | 3 |
| 16-20 | 3 |
| **23 JANUARY – 03 FEBRUARY SEMESTER HOLIDAY** | | | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **FEBRUARY** | 06-10 | 3 | **Unit 6: Occupations** | **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.  **Asking personal questions**  Was s/he in İstanbul last week?  Were you at school yesterday?  When were you born?  Where was s/he born?  **Telling the time, days and dates**  —S/he was in İstanbul 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 | | **Listening**  **E6.6.L1.** Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts.  **E6.6.L2.** Students will be able to understand the time, days and dates.  **Spoken Interaction**  **E6.6.SI1.** Students will be able to talk about occupations.  **Spoken Production**  **E6.6.SP1.** Students will be able to ask personal questions.  **E6.6.SP2.** Students will be able to state the dates.  **Reading**  **E6.6.R1.** Students will be able to understand familiar words and simple sentences about occupations and the dates.  **Writing**  **E6.6.W1.** 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. | |  | |
| 13-17 | 3 |
| 20-24 | 3 |
| 27 February-3 March | 3 |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **MARCH** | 06-10 | 3 | **Unit 7: Holidays** | **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.  forest, -s  flower, -s  fruit  lake, -s  mountain, -s  pick  river, -s  sailing  seaside  sightseeing  skiing  snowball  snowman  tree, -s | | **Listening**  **E6.7.L1.** Students will be able to spot the  activities about holidays in oral texts.  **Spoken Interaction**  **E6.7.SI1.** Students will be able to talk about their holidays.  **Spoken Production**  **E6.7.SP1.** Students will be able to describe past activities and personal experiences.  **Reading**  **E6.7.R1.** Students will be able to understand short, simple sentences and expressions related to past activities.  **Writing**  **E6.7.W1.** 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. | |  | |
| 13-17 | 3 |
| 20-24 | 3 |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **MARCH** | 27-31 | 3 | **Unit 8: Bookworms** | **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.  **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<https://www.ingilizceciyiz.com/> | | **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.  **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.  **Spoken Production**  **E6.8.SP1.** Students will be able to describe the locations of people and things.  **E6.8.SP2.** Students will be able to describe past events with definite time.  **Reading**  **E6.8.R1.** Students will be able to understand short, simple sentences and expressions about past events with definite time.  **Writing**  **E6.8.W1.** Students will be able to write about past events with definite time.  **E6.8.W2.** Students will be able to write about the locations of people and things. | | **1st EXAM**  **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. | | **1st written exam** | |
| **APRIL** | 03-07 | 3 |
| 10-14 | 3 |
| **17-20 APRIL MID-TERM** | |
| 24-28 | 3 |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **MAY** | 01 – 05 May | 3 | **Unit 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.L1.** Students will be able to recognize appropriate attitudes to save energy and to protect the environment.  **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.SI1.** Students will be able to give each other suggestions about the protection of the environment.  **Spoken Production**  **E6.9.SP1.** Students will be able to talk to people about the protection of the environment.  **Reading**  **E6.9.R1.** Students will be able to understand the texts about the protection of the environment.  **E6.9.R2.** Students will be able to follow short, simple written instructions.  **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. | |  | |
| 08-12 | 3 |
| 15-19 | 3 |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | | **Evaluation** | |
| **MAY** | 22-26 | 3 | **Unit 10: Democracy** | **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.  **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?  **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 | | **Listening**  **E6.10.L1.** Students will be able to recognize some key features related to the concept of democracy.  **Spoken Interaction**  **E6.10.SI1.** Students will be able to talk about the stages of classroom president polls.  **Spoken Production**  **E6.10.SP1.** Students will be able to give short descriptions of past and present events.  **E6.10.SP2.** Students will be able to talk about the concept of democracy.  **Reading**  **E6.10.R1.** Students will be able to recognize familiar words and simple phrases related to the concept of  democracy.  **Writing**  **E6.10.W1.** 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  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.  2nd exam | | **2nd written exam** | |
| **JUNE** | 29 May-02 | 3 |
| 05-09 | 3 |
| 12-16 | 3 |

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UYGUNDUR

Okan GÜLTEKİN 09/09/2022

İngilizce Öğretmeni Sadece sosyal medyada yayınladığımız **ücretsiz İngilizce Öğretmenlerine Özel Yazılı Soruları**

ve ihtiyacınız olan tüm evraklar için sosyal medya hesaplarımızdan bizi takip ediniz! OKUL MÜDÜRÜ

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