

2. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

İngilizce öğrenmeye yeni başlayan çocukların yabancı dil öğrenmeyi sevmeleri ve bir yabancı dili öğrenirken kendilerine güvenerek, dil öğreniminin zevkli bir süreç olduğunu benimsemeleri önemlidir. İkinci sınıf İngilizce öğretim programı işte bu gereksinim üzerine kurulmuş olup esas hedefi dili öğrenen/kullananlarda yabancı dil öğrenme sevgisini oluşturmaktır. İkinci sınıfın kazanımları renkler, sayılar, sınıfta kullandığımız eşyalar, hayvanlar, meyveler, bedenimizdeki organlar ve evimizdeki oda ve eşyalarla ilgili temel sözcükleri İngilizcenin ses bilgisiyle ilişki kurarak öğrenmiş olmak ve selamlaşma, kendini tanıtma, eşyaları betimleme gibi temel günlük dil işlevleriyle öğrenilen sözcükleri kullanarak yabancı dili severek öğrenmektir. Bunu yaparken de, dili öğrenen/kullananların eğlenceli görsel, işitsel ve görsel-işitsel araçlarla zenginleştirilmiş oyun temelli etkinlikler aracılığıyla öğrenmeleri planlanmıştır. Bağlam olarak öğrencilerin/dil kullanıcılarının yakın çevrelerini oluşturan sınıf, oyunlar, lunapark, kır, piknik ve geziler, evimiz ve okul bahçesi gibi ortam ve mekânlar seçilmiştir. Dili öğrenen/kullananların dinleme ve konuşma becerilerinin ağırlıklı olarak kullanıldığı iletişimsel bir öğrenme ve öğretme yöntemi resimli sözlükler, şarkılar, masal ve çizgi film kahramanları, boyama ve kesme-yapıştırma gibi sanat ve oyun temelli etkinlikleri temel almıştır. Ayrıca on sözcüğü geçmeyen okuma ve yazma etkinlikleri ders dışı etkinliklerde (ev ödevi, proje ve portfolyo çalışmaları gibi) kullanılmaktadır. Bu sınıfta, dili öğrenen/kullananların <http://adp.meb.gov.tr> adresinde bulunan portfolyo değerlendirme çalışmalarına bireysel olarak katılması özendirilmelidir. Dosyaların içerikleri dili öğrenen/kullananların bireysel portfolyosuna konulmalı ve öğrencinin gelişimi takip edilmelidir.

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Temel Düzey Kullanıcı

Giriş ya da Keşif Düzeyi (A1) Ortak Yeti Açıklamaları

Sıradan ve gündelik deyişlerle somut gereksinimleri karşılamayı hedefleyen son derece yalın ifadeleri anlayabilir ve kullanabilir. Kendini veya bir başkasını tanıtabilir ve bir kişiye, kendisiyle ilgili sorular – Örneğin oturduğu yer, ilişkileri, sahip olduğu şeyler, vb. üzerine – aynı türden sorulara yanıt verebilir. Eğer kendisiyle konuşan kişi yavaş ve tane tane kendisine yardımcı olacak biçimde konuşuyorsa, basit bir biçimde iletişim kurabilir.

Unit/Theme	Communicative Functions and Skills	Suggested Lexis/Language Use	Suggested Text and Activity Types	Assessment
<p>2</p> <p><i>Friends</i></p>	<p>Asking someone's name</p> <p>Greeting and meeting people</p> <p>Making simple inquiries</p> <p>Listening</p> <ul style="list-style-type: none"> • Students will be able to understand simple expressions used when greeting and meeting someone. • Students will be able to understand when someone introduces him or herself. <p>Speaking</p> <ul style="list-style-type: none"> • Students will be able to use everyday expressions for greeting and meeting someone. • Students will be able to ask questions to learn someone's name and find out how he or she is doing. • Students will be able to introduce themselves. <p>Intercultural Awareness</p> <ul style="list-style-type: none"> • Students will be able to greet people others in other languages in addition to Turkish and English. 	<p>What's your name?</p> <p>— My name is ...</p> <p>— I'm Moody.</p> <p>— Moody.</p> <p>How are you?</p> <p>— I'm fine. You?</p> <p>— I'm okay, thank you. How are you?</p> <p>— Great, thanks.</p> <p>Hello!</p> <p>Hi!</p> <p>Good morning!</p> <p>Good afternoon!</p> <p>Good evening!</p> <p>Good night!</p> <p>Good bye!</p> <p>Bye!</p> <p>Salut! Salaam! Hallo! Bon jour! Hola! Guten Tag! Ciao! Ahlan we Sahlan! Hej! Ni Hao!</p>	<p>Texts</p> <p>Conversations</p> <p>Illustrations</p> <p>Rhymes</p> <p>Songs</p> <p>Activities</p> <p>Arts and Crafts</p> <p>Chants and Songs</p> <p>Communicative Tasks</p> <p>Drama/Miming</p> <p>Drawing and Coloring</p> <p>Flashcards</p> <p>Games</p> <p>Labeling</p> <p>Listening</p> <p>Matching</p> <p>Questions and Answers</p> <p>Reordering</p> <p>TPR</p>	<p>Projects</p> <ul style="list-style-type: none"> • Students record their voices while greeting each other. • Students prepare masks to represent imaginary characters and then meet others and introduce themselves. • Students prepare a poster to show how speakers of other languages greet each other.

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<p style="text-align: center;">3</p> <p style="text-align: center;"><i>In the Classroom</i></p>	<p>Apologizing</p> <p>Expressing and responding to thanks</p> <p>Giving and responding to simple instructions</p> <p>Making simple requests</p> <p>Telling someone what to do</p> <p>Listening</p> <ul style="list-style-type: none"> • Students will be able to understand instructions and follow short, simple directions. <p>Speaking</p> <ul style="list-style-type: none"> • Students will be able to respond to instructions both verbally and by acting accordingly. • Students will be able to tell others to do things around the classroom. <p>Compensation Strategy</p> <ul style="list-style-type: none"> • Students will be able to ask for clarification by asking the speaker to repeat what has been said. 	<p>Can you repeat?</p> <p>Excuse me?</p> <p>I'm sorry.</p> <p>Excuse me.</p> <p>Open/Close/Shut ...</p> <p style="padding-left: 40px;">... the window.</p> <p style="padding-left: 40px;">... the door.</p> <p>Please.</p> <p>Say ...</p> <p style="padding-left: 40px;">... hello/hi.</p> <p>Sit down.</p> <p>Stand up.</p> <p>Thank you.</p> <p>Thanks.</p> <p>Color ...</p> <p>Cut ...</p> <p>Draw ...</p> <p>Glue ...</p> <p>Paint ...</p> <p>Put ...</p> <p>Stick ...</p> <p style="padding-left: 40px;">... a/the mask (it).</p> <p>Turn ...</p> <p style="padding-left: 40px;">... left.</p> <p style="padding-left: 40px;">... right.</p>	<p>Texts</p> <p>Illustrations</p> <p>Instructions</p> <p>Signs</p> <p>Songs</p> <p>Activities</p> <p>Arts and Crafts</p> <p>Chants and Songs</p> <p>Drama/Miming</p> <p>Drawing and Coloring</p> <p>Flashcards</p> <p>Games</p> <p>Labeling</p> <p>Listening</p> <p>Matching</p> <p>Real-life Tasks</p> <p>Reordering</p> <p>TPR</p>	<p>Project</p> <ul style="list-style-type: none"> • Students play a simple version of "Simon Says," performing the actions called out by the teacher: "Sit down," "Stand up," "Turn right," "Turn left," etc.

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<p>4</p> <p><i>Numbers</i></p>	<p>Describing characters/people</p> <p>Expressing quantity</p> <p>Making simple inquiries</p> <p>Naming common objects</p> <p>Naming numbers</p> <p>Listening</p> <ul style="list-style-type: none"> • Students will be able to identify and understand the names of some classroom objects. • Students will be able to identify the numbers 1 through 10. <p>Speaking</p> <ul style="list-style-type: none"> • Students will be able to understand and say the correct name of a thing in a particular situation. • Students will be able to express numbers and quantities of things. <p>www.pekiyi.com</p>	<p>bag, -s</p> <p>board, -s</p> <p>book, -s</p> <p>crayon, -s</p> <p>desk, -s</p> <p>paper</p> <p>pencil, -s</p> <p>scissors</p> <p>table, -s</p> <p>count</p> <p>Numbers 1-10</p> <p>How many ... are there?</p> <p>... four (pencils).</p> <p>... five (bags).</p> <p>... seven (books).</p> <p>How old are you?</p> <p>— I am 7.</p>	<p>Texts</p> <p>Illustrations</p> <p>Lists</p> <p>Picture Dictionaries</p> <p>Songs</p> <p>Activities</p> <p>Arts and Crafts</p> <p>Chants and Songs</p> <p>Drama/Miming</p> <p>Drawing and Coloring</p> <p>Flashcards</p> <p>Games</p> <p>Labeling</p> <p>Listening</p> <p>Matching</p> <p>Questions and Answers</p> <p>Reordering</p> <p>TPR</p>	<p>Projects</p> <ul style="list-style-type: none"> • Students prepare a visual dictionary. • In pairs, students prepare a puzzle about numbers

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<p style="text-align: center;">5</p> <p style="text-align: center;"><i>Colors</i></p>	<p>Describing characters/people</p> <p>Expressing likes and dislikes</p> <p>Greeting and meeting people</p> <p>Making simple inquiries</p> <p>Naming colors</p> <p>Naming numbers</p> <p>Listening</p> <ul style="list-style-type: none"> • Students will be able to understand the names for colors of things. <p>Speaking</p> <ul style="list-style-type: none"> • Students will be able to introduce themselves by referring to the colors they like. • Students will be able to name the colors of things. • Students will be able to express numbers and quantities of things. 	<p>black</p> <p>blue</p> <p>brown</p> <p>green</p> <p>orange</p> <p>pink</p> <p>purple</p> <p>red</p> <p>white</p> <p>yellow</p> <p>like</p> <p>Who are you? — Hi, I'm Superhero. I'm yellow. I'm black and white. I like red and blue.</p> <p>What color is it? — Green. — It's red.</p> <p>How many red crayons are there? — Three.</p>	<p>Texts</p> <p>Cartoons</p> <p>Illustrations</p> <p>Picture Dictionaries</p> <p>Songs</p> <p>Activities</p> <p>Arts and Crafts</p> <p>Chants and Songs</p> <p>Communicative Tasks</p> <p>Drama/Miming</p> <p>Drawing and Coloring</p> <p>Flashcards</p> <p>Games</p> <p>Labeling</p> <p>Listening</p> <p>Matching</p> <p>Puppets</p> <p>Questions and Answers</p> <p>Reordering</p> <p>TPR</p>	<p>Quiz or Exam</p> <p>Projects</p> <ul style="list-style-type: none"> • Students prepare a color scale by cutting and pasting colored papers and then present it orally. • Students prepare a visual dictionary by describing their possessions (a blue bag, a red book, a purple flower, a pink balloon, etc.)

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<p style="text-align: center;">6</p> <p style="text-align: center;"><i>At the Playground</i></p>	<p>Making simple inquiries</p> <p>Making simple suggestions</p> <p>Listening</p> <ul style="list-style-type: none"> • Students will be able to understand instructions and follow short, simple directions. <p>Speaking</p> <ul style="list-style-type: none"> • Students will be able to invite someone to do things along with them. 	<p>Let's ...</p> <p>... dance.</p> <p>... jump/skip (rope).</p> <p>... play (hide and seek).</p> <p>... run.</p> <p>... sing.</p> <p>... slide.</p> <p>... swing.</p> <p>... walk.</p> <p>Do you dance?</p> <p>— Yes, I do.</p> <p>— Yes!</p> <p>— No, I don't.</p> <p>— Sometimes.</p>	<p>Texts</p> <p>Cartoons</p> <p>Conversations</p> <p>Illustrations</p> <p>Instructions</p> <p>Picture Dictionaries</p> <p>Poems</p> <p>Posters</p> <p>Songs</p> <p>Activities</p> <p>Arts and Crafts</p> <p>Chants and Songs</p> <p>Communicative Tasks</p> <p>Drama/Miming</p> <p>Drawing and Coloring</p> <p>Flashcards</p> <p>Games</p> <p>Labeling</p> <p>Listening</p> <p>Matching</p> <p>Puppets</p> <p>Questions and Answers</p> <p>Real-life Tasks</p> <p>TPR</p>	<p>Projects</p> <ul style="list-style-type: none"> • Students prepare a visual dictionary to show the actions they have learned. • Students point to pictures and say the activities they do. "I sing." "I dance." etc.

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<p style="text-align: center;">8</p> <p style="text-align: center;"><i>Pets</i></p>	<p>Making simple inquiries</p> <p>Talking about locations of things</p> <p>Listening</p> <ul style="list-style-type: none"> • Students will be able to identify certain pet animals. <p>Speaking</p> <ul style="list-style-type: none"> • Students will be able to say the names of certain pet animals. • Students will be able to say where the animals are by pointing and speaking. • Students will be able to describe pets by using their previous knowledge and lexis. • Students will be able to follow short, simple, spoken, instructions, especially if they include pictures, by pointing and saying the names and locations of animals. 	<p>bird, -s</p> <p>cat, -s</p> <p>dog, -s</p> <p>fish, -es</p> <p>rabbit, -s</p> <p>turtle, -s</p> <p>Where are the birds?</p> <p>— The birds are ...</p> <p>— There are birds ...</p> <p style="padding-left: 40px;">... in the tree.</p> <p style="padding-left: 40px;">... on the car.</p> <p style="padding-left: 40px;">... (over) here/ (over) there.</p> <p style="padding-left: 40px;">... (right) here/ (right) there.</p>	<p>Texts</p> <p>Advertisements</p> <p>Captions</p> <p>Cartoons</p> <p>Conversations</p> <p>Fables</p> <p>Illustrations</p> <p>Picture Dictionaries</p> <p>Poems</p> <p>Songs</p> <p>Stories</p> <p>Activities</p> <p>Arts and Crafts</p> <p>Chants and Songs</p> <p>Communicative Tasks</p> <p>Drama/Miming</p> <p>Drawing and Coloring</p> <p>Flashcards</p> <p>Games</p> <p>Labeling</p> <p>Listening</p> <p>Matching</p> <p>Puppets</p> <p>Questions and Answers</p> <p>TPR</p>	<p>Projects</p> <ul style="list-style-type: none"> • Students prepare a colorful visual dictionary to show and write the names of pet animals. <p>a) a blue fish, a green dog, an orange cat, etc.</p> <p>b) two cats, three rabbits, five dogs, etc.</p> <ul style="list-style-type: none"> • Students prepare big posters by drawing the animals they learned and writing their names underneath. They should also hang them around the classroom/school.

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<p>9</p> <p><i>Fruits</i></p>	<p>Expressing likes and dislikes</p> <p>Giving and responding to simple instructions</p> <p>Making simple inquiries</p> <p>Telling someone what to do</p> <p>Listening</p> <ul style="list-style-type: none"> • Students will be able to recognize the names of fruits. • Students will be able to follow short, simple, spoken instructions, especially if they include pictures, by pointing and saying the names of fruits. <p>Speaking</p> <ul style="list-style-type: none"> • Students will be able to ask about and say the names of the fruits they like. • Students will be able to tell others to do things with fruits by pointing and speaking. <p>www.pekiyi.com</p>	<p>apple,-s</p> <p>banana, -s</p> <p>fruit, -s</p> <p>grapefruit, -s</p> <p>grape, -s</p> <p>melon, -s</p> <p>orange,-s</p> <p>peach, -es</p> <p>lemon, -s</p> <p>watermelon, -s</p> <p>eat</p> <p>Do you eat/like apples? — Yes, I do. — No, I don't.</p> <p>Show me the apples. Give me the bananas! Eat the grapes! Color the lemons! Cut the peaches. Smell them.</p>	<p>Texts</p> <p>Advertisements</p> <p>Conversations</p> <p>Coupons</p> <p>Fairy tales</p> <p>Illustrations</p> <p>Instructions</p> <p>Lists</p> <p>Menus</p> <p>Picture Dictionaries</p> <p>Poems</p> <p>Products</p> <p>Songs</p> <p>Tables</p> <p>Activities</p> <p>Arts and Crafts</p> <p>Chants and Songs</p> <p>Cognates</p> <p>Communicative Tasks</p> <p>Drama/Miming</p> <p>Drawing and Coloring</p> <p>Flashcards</p> <p>Games</p> <p>Labeling</p> <p>Listening</p> <p>Matching</p> <p>Questions and Answers</p> <p>Real-life Tasks</p> <p>TPR</p>	<p>Projects</p> <ul style="list-style-type: none"> • Students draw a fruit garden to show and tell the fruits they see. • Students prepare their own super-market brochures by cutting, sticking, drawing and writing with the help of supermarket brochures or catalogues they bring to class.

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<p>10</p> <p><i>Animals</i></p>	<p>Expressing ability and inability</p> <p>Expressing likes and dislikes</p> <p>Making simple inquiries</p> <p>Listening</p> <ul style="list-style-type: none"> • Students will be able to recognize the names of certain animals. • Students will be able to understand common expressions dealing with simple and concrete everyday abilities. <p>Speaking</p> <ul style="list-style-type: none"> • Students will be able to say which animals they like/don't like. • Students will be able to say what they or some animals are able to do. <p>www.pekiyi.com</p>	<p>chicken, -s</p> <p>cow, -s</p> <p>donkey, -s</p> <p>duck, -s</p> <p>elephant, -s</p> <p>goat, -s</p> <p>horse, -s</p> <p>lion, -s</p> <p>monkey, -s</p> <p>snake, -s</p> <p>Monkeys can jump.</p> <p>Elephants can't jump.</p> <p>Chickens can walk.</p> <p>They can't swim.</p> <p>Can you jump?</p> <p>— Yes, I can.</p> <p>— No, I can't.</p> <p>— I can jump, but I can't fly.</p> <p>I am a duck. I can swim.</p> <p>I am a horse. I can run.</p> <p>I like monkeys.</p> <p>I don't like snakes.</p>	<p>Texts</p> <p>Advertisements</p> <p>Captions</p> <p>Cartoons</p> <p>Conversations</p> <p>Fables</p> <p>Illustrations</p> <p>Picture Dictionaries</p> <p>Poems</p> <p>Posters</p> <p>Songs</p> <p>Stories</p> <p>Tables</p> <p>Activities</p> <p>Arts and Crafts</p> <p>Chants and Songs</p> <p>Communicative Tasks</p> <p>Drama/Miming</p> <p>Drawing and Coloring</p> <p>Flashcards</p> <p>Games</p> <p>Labeling</p> <p>Listening</p> <p>Matching</p> <p>Puppets</p> <p>Questions and Answers</p> <p>Real-life Tasks</p> <p>TPR</p>	<p>Quiz or Exam</p> <p>Projects</p> <ul style="list-style-type: none"> • Students prepare a colorful visual dictionary to show and write the names of <ul style="list-style-type: none"> a) a purple cow, a white horse, a red monkey, etc. b) four snakes, six goats, eight chickens, etc. <p>• The teacher calls out the name of an animal and learners act it out: e.g., the teacher says "I am a cow" and students pretend to be cows.</p> <p>Dossier</p> <ul style="list-style-type: none"> • Students complete and hand in the European Language Portfolio. Keep the portfolio at school or instruct students to bring it the following year.