

2. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

İngilizce öğrenmeye yeni başlayan çocukların yabancı dil öğrenmeyi sevmeleri ve bir yabancı dili öğrenirken kendilerine güvenirerek, dil öğreniminin zevkli bir süreç olduğunu benimsemeleri önemlidir. İkinci sınıf İngilizce öğretim programı işte bu gereksinim üzerine kurulmuş olup esas hedefi dili öğrenen/kullanıcılarda 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 tanıtmak, eşyaları betimleme gibi temel günlük dil işlevleriyle öğrenilen sözcükleri kullanarak yabancı dili severek öğrenmektir. Bunu yaparken de, dili öğrenen/kullanıcıların 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/kullanıcıların 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/kullanıcıların <http://adp.meb.gov.tr> adresinde bulunan portfolyo değerlendirme çalışmalarına bireysel olarak katılması özendirilmelidir. Dosyaların içerikleri dili öğrenen/kullanıcıların bireysel portfolyosuna konulmalı ve öğrencinin gelişimi takip edilmelidir.

Temel Düzey Kullanıcı

Giriş ya da Keşif Düzeyi (A1) Ortak Yeti Açıklamaları

Sıradan ve gündelik değişikliklerle 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.

2. SINIF / 2nd GRADE

Unit / Theme	Communicative Functions and Skills	Suggested Lexis/Language Use	Suggested Text and Activity Types	Assessment
1	Telling people what we know	ambulance (artist/aspirin) balloon cake (café/camp) doctor (dance) electric (e-mail) football (film) gorilla (garage) hamburger (hotel) Internet judo kangaroo (kilo) lemon (laptop) microphone (market) note orchestra (office) picnic (passport/plastic) quiz radio (restaurant) sport (stop/stadium) television (train) university vanilla (video) wagon x-ray (extra) yo-yo (yoghurt/yoga) zebra That's a/an ambulance/balloon/cake, etc.	Texts Advertisements Cartoons Illustrations Picture Dictionaries Posters Products Songs Tables	Project • Students prepare a visual dictionary to show the words they know in English.
	Listening • Students will be able to identify words that are common to both Turkish and English. • Students will be able to match written letters with the sounds produced. Speaking • Students will be able to use the correct word to identify certain objects, people or animals.		Activities Arts and Crafts Chants and Songs Cognates Drama/Miming Drawing and Coloring Flashcards Games Labeling Listening Matching Reordering Story-telling	Dossier • Students start filling in the European Language Portfolio.
Words				

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2	Asking someone's name	What's your name? — My name is ... — I'm Moody. — Moody.	Texts Conversations Illustrations Rhymes Songs	Projects • Students record their voices while greeting each other.
	Greeting and meeting people			
	Making simple inquiries			
	Listening • 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.	How are you? — I'm fine. You? — I'm okay, thank you. How are you? — Great, thanks.	Activities Arts and Crafts Chants and Songs Communicative Tasks Drama/Miming Drawing and Coloring Flashcards Games Labeling Listening Matching Questions and Answers Reordering TPR	• 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.
	Speaking • 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.	Hello! Hi! Good morning! Good afternoon! Good evening! Good night! Good bye! Bye!		
<i>Friends</i>	Intercultural Awareness • Students will be able to greet people others in other languages in addition to Turkish and English.	Salut! Salaam! Hallo! Bon jour! Hola! Guten Tag! Ciao! Ahlan we Sahlan! Hej! Ni Hao!		

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3 <i>In the Classroom</i>	Apologizing Expressing and responding to thanks Giving and responding to simple instructions Making simple requests Telling someone what to do	Can you repeat? Excuse me? I'm sorry. Excuse me. Open/Close/Shut the window. ... the door.	Texts Illustrations Instructions Signs Songs	Project • 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.
	Listening • Students will be able to understand instructions and follow short, simple directions.	Please. Say hello/hi. Sit down. Stand up. Thank you. Thanks.	Activities Arts and Crafts Chants and Songs Drama/Miming Drawing and Coloring Flashcards Games Labeling Listening Matching Real-life Tasks Reordering TPR	
	Speaking • 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.			
	Compensation Strategy • Students will be able to ask for clarification by asking the speaker to repeat what has been said.	Color ... Cut ... Draw ... Glue ... Paint ... Put ... Stick a/the mask (it). Turn left. ... right.		

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4	Describing characters/people Expressing quantity Making simple inquiries Naming common objects Naming numbers Listening <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. Speaking <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. 	bag, -s board, -s book, -s crayon, -s desk, -s paper pencil, -s scissors table, -s count Numbers 1-10 How many ... are there? ... four (pencils). ... five (bags). ... seven (books). How old are you? —I am 7.	Texts Illustrations Lists Picture Dictionaries Songs Activities Arts and Crafts Chants and Songs Drama/Miming Drawing and Coloring Flashcards Games Labeling Listening Matching Questions and Answers Reordering TPR	Projects <ul style="list-style-type: none"> • Students prepare a visual dictionary. • In pairs, students prepare a puzzle about numbers

Numbers

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5	Describing characters/people	black blue	Texts Cartoons	Quiz or Exam Projects • Students prepare a color scale by cutting and pasting colored papers and then present it orally.
	Expressing likes and dislikes	brown	Illustrations	
	Greeting and meeting people	green	Picture Dictionaries	
	Making simple inquiries	orange	Songs	
	Naming colors	pink		
Colors	Naming numbers	purple	Activities	• Students prepare a visual dictionary by describing their possessions (a blue bag, a red book, a purple flower, a pink balloon, etc.)
	Listening	red	Arts and Crafts	
	• Students will be able to understand the names for colors of things.	white	Chants and Songs	
		yellow	Communicative Tasks	
		like	Drama/Miming	
Colors	Speaking	Who are you? — Hi, I'm Superhero.	Drawing and Coloring	• Students prepare a visual dictionary by describing their possessions (a blue bag, a red book, a purple flower, a pink balloon, etc.)
	• Students will be able to introduce themselves by referring to the colors they like.	I'm yellow.	Flashcards	
		I'm black and white.	Games	
		I like red and blue.	Labeling	
	• Students will be able to name the colors of things.	What color is it? — Green.	Listening	
Colors	• Students will be able to express numbers and quantities of things.	It's red.	Matching	• Students will be able to name the colors of things.
			Puppets	
			Questions and Answers	
	• Students will be able to express numbers and quantities of things.		Reordering	
			TPR	
Colors	• Students will be able to express numbers and quantities of things.	How many red crayons are there? — Three.		• Students will be able to express numbers and quantities of things.
	• Students will be able to express numbers and quantities of things.			

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6 <i>At the Playground</i>	Making simple inquiries Making simple suggestions Listening <ul style="list-style-type: none"> Students will be able to understand instructions and follow short, simple directions. Speaking <ul style="list-style-type: none"> Students will be able to invite someone to do things along with them. 	Let's dance. ... jump/skip (rope). ... play (hide and seek). ... run. ... sing. ... slide. ... swing. ... walk.	Texts Cartoons Conversations Illustrations Instructions Picture Dictionaries Poems Posters Songs Activities Arts and Crafts Chants and Songs Communicative Tasks Drama/Miming Drawing and Coloring Flashcards Games Labeling Listening Matching Puppets Questions and Answers Real-life Tasks TPR	Projects <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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7	Making simple inquiries	ear, -s	Texts	Projects
	Talking about possessions	eye, -s	Conversations	<ul style="list-style-type: none"> • Students bring a photo or draw a picture to show/ write the names of their body parts.
	Telling someone what to do	finger, -s	Illustrations	
		hand, -s	Picture Dictionaries	
Body Parts		head, -s	Posters	<ul style="list-style-type: none"> • Students play the game “Head, shoulders, knees and toes”. The teacher chants out “head, shoulders, knees and toes, eyes and ears and mouth and nose, head, shoulders, knees and toes.” The sequence is repeated several times, going faster each time.
	Listening	knee, -s	Products	
	<ul style="list-style-type: none"> • Students will be able to understand the names of their body parts. 	mouth, -s	Songs	
		nose, -s	Tables	
	Speaking	What is this?	Activities	
	<ul style="list-style-type: none"> • Students will be able to show and tell the names of their body parts. 	— This is my finger.	Arts and Crafts	
		— It’s my hand.	Chants and Songs	
			Communicative Tasks	
	<ul style="list-style-type: none"> • Students will be able to follow short, simple, spoken instructions, especially if they include pictures, by pointing and saying the names of their body parts. 	Look at my nose.	Drama/Miming	
		Point to your head.	Drawing and Coloring	
		Raise your hand(s).	Flashcards	
		Show me your knee.	Games	
		Touch your toes.	Labeling	
			Listening	
			Matching	
			Questions and Answers	
			Real-life Tasks	
			TPR	

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

