

6. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

Çocuklara yabancı dil öğretimi için seçilen konuların o yaş grubundaki bireylerin yaratıcılık ve hayal gücü gibi temel özelliklerini kullanmalarını hedeflemenin yanı sıra günlük hayatta kullandıkları ve ihtiyaç duydukları dilin, kavram bilgilerinin, dünya bilgilerinin ve ilgi duydukları alanları içeren konuların arasından seçilmesi gerekmektedir. 6. sınıf öğretim programını oluşturan temalar bu noktaları göz önüne alınarak, Avrupa Dilleri Ortak Çerçeve Programının A1 düzeyine göre, bu yaş grubundaki dil öğrenenlerin/kullanıcıların sosyal, bilişsel, duyuşsal gelişimleri, gelişimsel özellikleri baz alınarak; burada ve şimdi prensibine uygun olarak ve hayal güçlerini kullanmaya teşvik edecek şekilde seçilmiştir. Eylem-odaklı bir öğretim modelinin kullanılmasının hedeflediği 6. sınıfın kazanımları basit, kullanışlı ve günlük dilde gerekli dil işlevlerini kullanarak kendini ve düşüncelerini ifade edebilmeyi, geçmiş ve şimdiki zaman hakkında söylemde bulunabilmeyi; meslekler, yiyecekler, kişisel beğenileri, günlük yaşantıları, ilgileri ve hava durumu hakkında konuşabilmektir. Tüm bunlara ek olarak, çevre ve demokrasi temalarıyla hedef dili öğrenenlerin/kullanıcıların yaşadıkları çevreye ve topluma karşı sorumlu bireyler olarak yetişmeleri amaçlanmıştır. Ayrıca bazı ünitelerin içeriklerinde farklı kütürlere ait unsurlara yer verilmiş, böylece dili öğrenenlerin/kullanıcıların kültürel farklılıklar hakkında farkındalık geliştirmelerine yardımcı olunmaya çalışılmıştır. Seçilen temalar, etkinlikler ve projeler yardımıyla amaç, dili öğrenenlere/kullanıcılara dili sevdirmek, onların hedef dili öğrenerek öğrenmesini sağlamak ve dile karşı olumlu bir tutum geliştirmelerine yardımcı olmak, dili bir amaç değil araç olarak kullanarak öğretmek, merak uyandırmak, dili öğrenmek ve kullanmak için bir neden vermektir. Öğretim programına hikâyeler, tablolar, kısa şiiirler, tekerlemeler, posterler, diyaloglar, şarkılar, karikatürler, çizgi filmler, kartpostallar, kısa mesaj ve notlar gibi bu yaş grubundaki çocukların günlük hayatta sıklıkla rastlayabilecekleri metinler konulmuştur. Ayrıca oyun, drama, kukla, benzetim, canlandırma, dinleme-anlama ve el-becerileri içeren farklı etkinlikler kullanılarak çocukların eğlenerek öğrenebilmeleri hedeflenmiş, sınıf içinde sınıf dışında yanıtlanmasını kolaylaştıracak projeler seçilmiştir Bu düzeye uygun iletişim işlevler ve kelimeler “A1” seviyesi dikkate alınarak seçilmiştir. 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 değişlerle 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.

6. SINIF / 6th GRADE

Unit/Theme	Communicative Functions & Skills	Suggested Lexis/Language Use	Suggested Text and Activity Types	Assessment
1 <i>After School</i>	Describing what people do regularly Making simple inquiries Telling the time, days and dates	diary, -ies hang around ... out neighborhood rest run errands take a nap ... care of something ... courses visit friends ... my uncle	Texts Charts Conversations Illustrations Lists Posters Songs	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.
	Listening • Students will be able to recognize phrases, words, and expressions related to actions people do regularly.			
	Spoken Interaction • Students will be able to ask what other people do regularly and respond to questions about the actions they do regularly.		Activities Charts and Songs Flashcards Games	
	Spoken Production • Students will be able to use a series of phrases and simple expressions to express their regular actions. • Students will be able to tell the time and days.	traditional/folk dance (horon/halay/ zeybek/polka/line dance etc.) What do you do after school? — I do my homework. — I play soccer on Wednesdays. — I finish all my homework before 9.30. — I learn horon/polka with my friends. — I go to my step dance class.	Labeling Listening Matching Questions and Answers Real Life Tasks Reordering	Dossier • Students start filling in the European Language Portfolio.
	Reading • Students will be able to read short, simple texts such as personal narratives about what people do regularly. Intercultural Awareness • Learners will be able to identify traditional dances from other countries. Compensation Strategies • Students will be able to say when they don't understand and ask for clarification.	What does he do after school? — He helps his mother. — He rests after school. — What does "rest" mean?		

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2 <i>Yummy Breakfast</i>	Accepting and refusing Describing what people do regularly Expressing likes and dislikes Making simple inquiries	bagel, -s bean, -s blueberry, -ies cereal croissant, -s egg, -s jam junk food muffin, -s pancake, -s sausage, -s nutritious	Texts Conversations Illustrations Lists Menus Poems Tables	Projects <ul style="list-style-type: none"> Students prepare a poster that shows and categorizes different food items and drinks that they have at breakfast.
	Listening <ul style="list-style-type: none"> Students will be able to identify the names of different food items when listening to a conversation. 			<ul style="list-style-type: none"> Students work in pairs or individually and prepare a short video or role play of themselves talking about the foods they like and don't like.
	Spoken Interaction <ul style="list-style-type: none"> Students will be able to ask people about their food preferences at breakfast. 		Activities Arts and Crafts Drama/Miming Labeling Puppets Questions and Answers Speaking	
	Spoken Production <ul style="list-style-type: none"> Students will be able to express their opinions about the food they like and don't like. 	Bon appétit! Buon appetito! Guten Appetit! I eat honey and jam in the morning. Yummy! I love muffins! I don't like olives. I like cheese. It's my favorite! Enjoy it!		
	Reading <ul style="list-style-type: none"> Students will be able to understand short, simple, written texts about predictable, everyday matters such as food and personal opinions. Students will be able to read the label of a food product. 	Want some cereal? — Excuse me? Can I have some cheese? — No, it's all gone. Do you want some tea? — No, thanks. I don't like tea. — No, thanks. I don't want any tea.		<ul style="list-style-type: none"> Students work in groups and create an imaginary creature. They decide the foods that the creature likes and doesn't like. They will draw a picture of it and the foods it eats and label them.
	Compensation Strategies <ul style="list-style-type: none"> Students will be able to indicate that they don't understand using simple expressions. 			
	Intercultural Awareness <ul style="list-style-type: none"> Students will become familiar with breakfast habits of different cultures. Students will become familiar with expressions used at the beginning or end of meals in different languages. 			

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3	Describing places Describing what people are doing now Making comparisons Making simple inquiries	busy crowded downtown kiosk, -s queue/line rent sell skyscraper, -s town, -s traffic jam	Texts Conversations Illustrations Signs Songs	Projects • Students take/draw a picture of their street/ neighborhood in the morning and describe what everyone is doing (they can use professions as well).
	Listening • Students will be able to identify expressions and phrases related to present events. • Students will be able to pick up the expressions used while comparing things in a dialogue.		Activities Drama/Miming Drawing and Coloring Games Labeling Listening Matching Question and Answers Real-life Tasks Speaking	• Students draw/use a map of the world/ their home country. They imagine that they visit three cities on the map and place their pictures on these cities. In speech bubbles, they write what they are doing there.
	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.	What is s/he doing? — S/he's waiting in line.		
	Spoken Production • Students will be able to describe people doing different actions. • Students will be able to make comparisons between two things.	A skyscraper is taller than a house. Downtown is busier on Monday. The street is more crowded than the park.		
	Reading • Students will be able to read visually supported, short, simple, written statements. Compensation Strategies • Students will be able to use mines and gestures to explain a word.	Which city is more beautiful? New York or Istanbul? What is she doing? — She is feeding the street cats. — Feeding? — Yes, ... (performs action)		• Students prepare a poster comparing their hometown and another city in their country.

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4 <i>Weather and Emotions</i>	Describing places Describing the weather Expressing feelings Making simple inquiries	cloudy fabulous freezing hailing lightning stormy windy	Texts Cartoons Conversations Illustrations Maps Postcards Stories	Projects <ul style="list-style-type: none"> Students prepare a weather forecast and support it with visuals.
	Listening <ul style="list-style-type: none"> Students will be able to pick up the essential information in short recorded passages about weather conditions. 	anxious moody sleepy	Activities Drama/Miming Drawing and Coloring Flashcards	<ul style="list-style-type: none"> Students create their own weather forecast film. They prepare a map of a weather forecast for their home country/the world and film themselves talking about it.
	Spoken Interaction <ul style="list-style-type: none"> Students will be able to ask people about 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.	Games Listening Speaking	<ul style="list-style-type: none"> Students prepare a weather forecast poster and compare the weather conditions in different cities.
	Spoken Production <ul style="list-style-type: none"> Students will be able to talk about and answer simple questions, initiate and respond to simple statements about everyday matters (i.e., weather and emotions). 			
	Reading <ul style="list-style-type: none"> Students will be able to understand short, simple written texts about predictable everyday matters such as emotions and weather. 	— I don't understand. Can you repeat, please?		
	Compensation Strategies <ul style="list-style-type: none"> Students will be able to say when they don't understand and ask for repetition. 			

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5	Describing places	amazing bumper car, -s carnival carrousel, -s	Texts Advertisements Conversations Illustrations	Projects • Students write a slogan/advertisement for a ride at a fair. • Students draw a picture of their friends at a fair and write how they feel.
	Expressing likes and dislikes	crazy dull fantastic ghost train, -s horrible roller coaster, -s terrifying thrilling	Poems Posters Signs Songs	
	Making comparisons			
	Stating personal opinions			
	Listening • Students will be able to recognize the words related to the expression of emotions/feelings.			
<i>At the Fair</i>	Spoken Interaction • Students will be able to ask people and express their feelings and opinions about places and things.		Activities Chants and Songs Flashcards Labeling Listening Matching Speaking	
	Spoken Production • Students will be able to use a series of phrases and simple expressions to express their feelings personal opinions about places and things.	What do you think about fairs? — I think they are exciting places.		
		There are many fun things at the fair. — I agree. I like the roller coaster very much.		
	Reading • Students will be able to read short information on a poster about a certain place. • Students will be able recognize phrases on signs encountered in everyday life.	— Roller coasters are crazy! — I think they are frightening. — I think a ghost train is more frightening!		
	Compensation Strategies • Students will be able to say when they don't understand.	— I like the train ride. It is fun. — I hate bumper cars. They are boring. — I disagree. I think they are fun. — I am sorry. I don't understand.		

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7	Describing what people do regularly	architect, -s cook, -s engineer, -s hairstresser, -s lawyer, -s manager, -s mechanic, -s salesperson, -people self-employed waiter, -s/waitress, -es worker, -s	Texts Conversations Stories Illustrations	Projects • Students find out the occupations of their family members and draw and write what they do.
	Naming the days			
	Telling the time, days and dates			
	Listening • Students will be able to recognize familiar words and simple phrases concerning people's occupations if spoken slowly and clearly. • Students will be able to recognize the of the week dates.	Dates (1993, 2003, etc.) Can you build a house? — No, I can't!	Activities Arts and Crafts Drama/Miming Games Puppets Questions and Answers Role-play and Simulations TPR	• Students work in groups, do some Internet research, and find three "unusual/original/new jobs." They prepare posters and present them in class.
	Occupations Spoken Interaction • Students will be able to give dates and ask questions about people's occupations. Spoken Production • Students will be able to use simple phrases and sentences to describe occupations. • Students will be able to give the date.	What can you do? — I can make dresses. I can cut and sew fabric. — I don't understand. Can you show me?		• Students prepare a poster and present (some of) their relatives' occupations and the dates when they started them.
	Reading • Students will be able to understand familiar words and very simple sentences about occupations. Compensation Strategies • Students will be able to use mime and gestures to explain a word.	What does your uncle do? — He's a salesperson, but he also works at a restaurant on Fridays and Saturdays. What do you do? — I am a nurse. When did you become a teacher? — I became a teacher in 1998.		

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8 <i>Detectives at Work</i>	Describing what people are doing now Expressing quantity Making simple inquiries Talking about locations of things Talking about past events	behind break into burglar, -s cash chase drawer, -s fingerprint, -s follow investigate magnifier, -s prison steal thief	Texts Captions Cartoons Conversations Illustrations Stories Activities Drama/Miming Games Listening Question and Answer Speaking Story-telling TPR	Projects <ul style="list-style-type: none"> Students find pictures of people who need binoculars and/or magnifiers, such as detectives, old people, etc. They also draw and report what the people are looking at. Students become language detectives. They take photos of English words they see around them and prepare a poster.
	Listening <ul style="list-style-type: none"> Students will be able to listen and locate objects. Students will be able to get the main idea when people describe what people are doing at the moment. Students will be able to recognize numbers up to one million.			
	Spoken Interaction <ul style="list-style-type: none"> Students will be able to ask people about their location. Students will be able to ask people what they are doing. 	Numbers 1000 - 1.000.000 Where is he? — He is in front of the bank. What is he doing? — He is looking at us.		
	Spoken Production <ul style="list-style-type: none"> Students will be able to describe the locations of people and things. Students will be able to use a series of phrases and simple sentences to describe present events. Students will be able to recite numbers up to one million. 	I have lost the magnifier. I can't find it. Can you help me? — Look! It is in the drawer.		
	Reading <ul style="list-style-type: none"> Students will be able to understand short, simple sentences and expressions about past activities. Compensation Strategies <ul style="list-style-type: none"> Students will be able to ask for help. 	What happened? — Somebody stole my money. — The thief took 800 dollars and 2300 euros from the shop.		

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9 <i>Saving the Planet</i>	Describing what people are doing now Giving and responding to simple instructions Making simple inquiries Making simple suggestions Telling someone what to do	cut down damage garbage electrical device, -s harm litter plug (unplug) pollution recycle rubbish reduce save trash waste	Texts Conversations Illustrations Notes and Messages Posters Signs	Projects • Students prepare slogans/notes/posters about saving energy at school and hang them on the walls. • Students plant a seed and observe its growth. They keep a journal to narrate its growth.
	Listening • Students will be able to identify appropriate behavior to save energy and to protect the environment. • Students will be able to understand suggestions related to the protection of the environment when articulated in clear, slow, and repeated speech.	What is s/he doing? — S/he is picking up garbage/rubbish and putting it into the waste bin.	Activities Drama/Miming Drawing and Coloring Labeling Listening Matching Puppets Real-life Tasks TPR	• Students work in groups or individually and create a short video or drama play titled “How to Save the World: Do’s & Don’ts.”
	Spoken Interaction • Students will be able to ask people questions about what they are doing and tell them what to do.	What should we do to save our world? — We should save energy. — We can use less water and electricity.		
	Spoken Production • Students will be able to tell people what to do to protect the environment. • Students will be able to use simple phrases and sentences to tell people what to do.	— Turn off the lights. — Don’t waste water. — Unplug the TV. — We should recycle. — I don’t understand. What does that mean?		
	Reading • Students will be able to recognize familiar words and very simple phrases on simple notices in the most common, everyday situations. Compensation Strategies • Students will be able to say when they do not understand. • Students will be able to use mime and gestures to explain a word or phrase.			

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10 <i>Democracy</i>	Giving and responding to simple instructions Making simple inquiries Talking about past events Talking about what people do regularly	ballot box, -es campaign, -s candidate, -s election, -s fair law, -s make/give a speech president respect right, -s vote	Texts Notes and Messages Conversations Illustrations Posters Instructions	Quiz or Exam Projects <ul style="list-style-type: none"> Students work in groups and create an election campaign poster for classroom presidency.
	Listening <ul style="list-style-type: none"> Students will be able to recognize some key features related to the concept of democracy. 			
	Spoken Interaction <ul style="list-style-type: none"> Students will be able to talk about what to do when selecting their classroom president. 		Activities Drama/Miming Flashcards Listening Matching	<ul style="list-style-type: none"> Students work together and prepare a poster illustrating what to do in the classroom to respect others' rights.
	Spoken Production <ul style="list-style-type: none"> Students will be able to give short descriptions of past and present events. Students will be able to talk about and answer simple questions, initiate and respond to simple statements related to the concept of democracy (i.e., class elections). 	You should choose your candidate. ... vote now. ... respect others.	Questions and Answers Real-life Tasks Speaking	<ul style="list-style-type: none"> Students prepare slogans and/or posters to elect an imaginary super hero.
	Reading <ul style="list-style-type: none"> Students will be able to recognize familiar words and very simple phrases related to the concept of democracy. Compensation Strategies <ul style="list-style-type: none"> Students will be able to ask for repetition when they don't understand. Intercultural Awareness: <ul style="list-style-type: none"> Students will increase their awareness of the principles of democracy. 	Who is your candidate? — Ahmet. — Ahmet is my candidate. — Write your candidate's name on a paper. — Fold the paper. — Put it into the ballot box. — We had an election in our school. — We elected our class president. — Our class president always asks about our opinions. — I don't understand. Say again please?		Dossier <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 back the following year.