

**2025-2026 ACADEMIC YEAR MUSTAFAKEMALPAŞA SECONDARY SCHOOL
ENGLISH LANGUAGE FRAMEWORK ANNUAL PLAN FOR 6TH GRADES**

M O N T H	WEEK	CLASS HOUR	UNIT	FUNCTIONS AND USEFUL LANGUAGE	LANGUAGE SKILLS AND LEARNING OUTCOMES	TESTING & EVALUATION	SUGGESTED CONTEXTS, TASKS & ASSIGNMENTS	NATIONAL AND INTERNATIONAL DAYS AND WEEKS
S e p t e m b e r	Week 1 8-12 September	3	U nit 1: Lif e	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.	Listening E6.1.L1. Students will be able to recognize phrases, words, and expressions related to repeated actions.	Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers.	Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites	
S e p t e m b e r	Week 2 15-19 September	3		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	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.	Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers.	Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labeling Questions and Answers True/False/No information	15 th July Democracy And National Unity Day
S e p t e m b e r	Week 3 22-26 September	3			Reading E6.1.R1. Students will be able to understand short and simple texts, such as personal narratives about repeated actions.	Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers.	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.	

S e p t e m b e r - O c t o b e r	Week 4 29 September - 3 October	3						
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O c t o b e r	Week 5 6-10 October	3	U n i t 2: Y u m m y B r e a k f a s t	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.	E6.2.L1. Students will be able to identify the names of different food in an oral text.	Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers.	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.
O c t o b e r	Week 6 13-17 October	3		Describing what people do regularly I eat honey and butter in the mornings.	E6.2.S11. Students will be able to ask people about their food preferences.	Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.	
O c t o b e r	Week 7 20-24 October	3		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	E6.2.SP1. Students will be able to express their opinions about the food they like and don't like. 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.	Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers.	

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O c t o b e r	Week 8 27-31 October	3	U n i t 3: D o w n t o w n	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	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.	Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers.	Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites	29 th October Republic Day Examination Week
N o v e m b e r	Week 9 3-7 November	3						

1st Midterm Break: 10 - 14 November

N o v e m b e r	Week 10 17-21 November	3	U n i t 3: D o w n t o w n	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	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.	Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers.	Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labeling Questions and Answers True/False/No information Assignments • 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.	24 th November Teachers' Day
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D e c e m b e r	Week 12 1-5 December	3	U n i t 4: W e a t h e r a n d E m o t i o n s	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.	Listening E6.4.L1. Students will be able to pick up specific information from short oral texts about weather conditions and emotions.	Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers.	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 chart for weather forecast and include visuals in the chart. • Students act out weather conditions by using different emotions in various situations.	
D e c e m b e r	Week 13 8-12 December	3		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	Spoken Interaction E6.4.S11. 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.	Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers.		
D e c e m b e r	Week 14 15-19 December	3						

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D e c e m b e r	Week 15 22-26 December	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.	Listening E6.5.L1. Students will be able to recognize the words related to the expression of emotions.	Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers.	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	Examination Week	
D e c e m b e r - J a n u a r y	Week 16 29 December - 2 January	3		Describing places There are many fun things at the fair. —Roller coasters are crazy! Expressing feelings —I think they are frightening.	Spoken Interaction E6.5.S11. 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.		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.
J a n u a r y	Week 17 5-9 January	3		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.	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.R2. Students will be able to read specific information on a poster about a certain place.			
J a n u a r y	Week 18 12-16 January	3							

SEMESTER HOLIDAY:19th January – 30th January

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F e b r u a r y	Week 19 2-6 February	3	U n i t 6: O c c u p a t i o n s	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.	Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people's occupations in clear oral texts.	Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement	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 keep expanding their visual dictionary by including new vocabulary items. • Students find out the occupations of their family members and write what they do.		
	Week 20 9-13 February	3		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.	E6.6.L2. Students will be able to understand the time, days and dates.			Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc. Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers. Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement	
	Week 21 16-20 February	3		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	Spoken Interaction E6.6.S11. 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.				
	Week 22 23-27 February	3							

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March	Week 23 2-6 March	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	Listening E6.7.L1. Students will be able to spot the activities about holidays in oral texts. Spoken Interaction E6.7.S11. 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.	Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc	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	12 th March Acceptance of the national anthem Examination Week 18 th March The Remembrance of Çanakkale Martyrs
March	Week 24 9-13 March	3						
March	Week 25 23-27 March	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	Listening E6.7.L1. Students will be able to spot the activities about holidays in oral texts. Spoken Interaction E6.7.S11. 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.	Reading Different variations of matching, Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action, Solving a puzzle, Spotting text mechanics True/False/No information, Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph	Assignments <ul style="list-style-type: none"> • 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. 	
March - April	Week 26 30 March-3 April	3						

**2025-2026 ACADEMIC YEAR MUSTAFAKEMALPAŞA SECONDARY SCHOOL
ENGLISH LANGUAGE FRAMEWORK ANNUAL PLAN FOR 6TH GRADES**

M O N T H	WEEK	CLASS HOUR	UNIT	FUNCTIONS AND USEFUL LANGUAGE	LANGUAGE SKILLS AND LEARNING OUTCOMES	TESTING & EVALUATION	SUGGESTED CONTEXTS, TASKS & ASSIGNMENTS	NATIONAL AND INTERNATIONAL DAYS AND WEEKS
A p r i l	Week 27 6-10 April	3	U n i t 8: B o o k w o r d s	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.	Listening E6.8.L1. Students will be able to listen to the instructions and locate things.	Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers.	Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites	23 rd April National Sovereignty and Children's Day
A p r i l	Week 28 13-17 April	3		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	Spoken Interaction E6.8.S11. Students will be able to talk about the locations of people and things.	Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart,		
A p r i l	Week 29 20-24 April	3		Spoken Production E6.8.SP1. Students will be able to describe the locations of people and things.	Reading E6.8.R1. Students will be able to understand short, simple sentences and expressions about past events with definite time.	Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers.	Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labeling Questions and Answers True/False/No information	
M a y	Week 30 27 April-1 May	3		Writing E6.8.W1. Students will be able to write about past events with definite time.	Writing E6.8.W2. Students will be able to write about the locations of people and things.	Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement	Assignments • Students keep expanding their visual dictionary by including new vocabulary items.	

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M O N T H	WEEK	CLASS HOUR	UNIT	FUNCTIONS AND USEFUL LANGUAGE	LANGUAGE SKILLS AND LEARNING OUTCOMES	TESTING & EVALUATION	SUGGESTED CONTEXTS, TASKS & ASSIGNMENTS	NATIONAL AND INTERNATIONAL DAYS AND WEEKS
M a y	Week 31 4-8 May	3	U n i t 9: S a v i n g t h e P l a n e t	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.	Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers. Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer),	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 slogans/notes/posters about saving energy at school and hang them on the walls.	19 th May The Commemoration of Atatürk, Youth and Sports Day
M a y	Week 32 11-15 May	3						
M a y	Week 33 18-22 May	3						

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M O N T H	WEEK	CLASS HOUR	UNIT	FUNCTIONS AND USEFUL LANGUAGE	LANGUAGE SKILLS AND LEARNING OUTCOMES	TESTING & EVALUATION	SUGGESTED CONTEXTS, TASKS & ASSIGNMENTS	NATIONAL AND INTERNATIONAL DAYS AND WEEKS	
J u n e	Week 34 1-5 June	3	U n i t 1 0 : D e m o c r a c y	<p>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.</p>	<p>Listening E6.10.L1. Students will be able to recognize some key features related to the concept of democracy.</p> <p>Spoken Interaction E6.10.SI1. Students will be able to talk about the stages of classroom president polls.</p>	<p>Listening Different variations of matching Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers.</p> <p>Speaking Collaborative or singular drama performances Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart,</p> <p>Reading Different variations of matching Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information intention</p> <p>Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/ making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing,</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Picture strip story Postcards Posters Songs Stories Tables Videos Websites</p> <p>Tasks/Activities Games Drama (Role Play, Simulation, Pantomime) Information Transfer Labeling Questions and Answers True/False/No information</p> <p>Assignments • Students work in groups and create an election campaign poster for classroom presidency.</p>	Examination Week	
J u n e	Week 35 8-12 June	3		<p>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?</p>	<p>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.</p>				
J u n e	Week 36 15-19 June	3		<p>Talking about past events —We had an election in our school. —We elected our classroom president. —Our classroom president gave us a speech.</p>	<p>Reading E6.10.R1. Students will be able to recognize familiar words and simple phrases related to the concept of democracy.</p> <p>Writing E6.10.W1. Students will be able to write simple pieces about concepts related to democracy.</p>				
J u n e	Week 37 22-26 June	3	SOCIAL ACTIVITIES						

Bu yıllık plan; 19.09.2022 tarih ve 58168473 sayılı "Millî Eğitim Bakanlığı Eğitim Öğretim Çalışmalarının Planlı Yürütülmesine İlişkin Yönerge", 2104 sayılı Tebliğler Dergisi "İlköğretim ve Ortaöğretim Kurumlarında Atatürk İnkılap ve İlkelerinin Öğretim Esasları Yönergesi ", Talim ve Terbiye Kurulu'nun 19.01.2018 tarih ve 15 sayılı Kurul Kararı eki "İNGİLİZCE DERSİ ÖĞRETİM PROGRAMI (5,6,7 VE 8. SINIFLAR)", "M.E.B. 2025-2026 Eğitim ve Öğretim Yılı Çalışma Takvimi Genelgesi" ile Talim ve Terbiye Kurulu'nun 24.08.2023 tarih ve 43 sayılı Kurul Kararı eki "İlköğretim Kurumları (İlkokul ve Ortaokul) Haftalık Ders Çizelgesi " esas alınarak hazırlanmıştır.

Selçuk ÇABRİ
İngilizce Öğretmeni
Zümre Başkanı

Oğuz SAVAŞ
İngilizce Öğretmeni

Ertan TEMEL
İngilizce Öğretmeni

Yasemin DELİYILDIRIM
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Serap ÇOŞKUNER ŞENİNAN
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Hatice ŞENGÜL
İngilizce Öğretmeni

Melike KAVUKCUOĞLU
İngilizce Öğretmeni

UYGUNDUR
09/09/2025

Bülent AYTAN
Okul Müdürü