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1. FOREWORD

9th-12th Grades English Curriculum

This curriculum has been designed in accordance with the descriptive and pedagogical principals of The Common European Framework of Reference for Languages (CEFR). Therefore, the language proficiency levels are reflected as A1, A2 (Basic Users) and B1, B2 (Independent Users). The approach adapted is an action-oriented approach since in this curriculum, the target language (English) is seen as a vehicle for communication rather than a lesson to study. The main goal of the new 9th-12th grades English Curriculum is to engage learners of English in stimulating, motivating, and enjoyable learning environments so that they become effective, fluent, and self-directed users of English. In order to achieve the goals of the curriculum and for successful implementation, it’s of great importance that all the leading stakeholders (learners/users, teachers, administrators, material designers) in education collaborate.
2. MAJOR PHILOSOPHY AND GENERAL OBJECTIVES OF THE 9th-12th GRADES ENGLISH CURRICULUM

This curriculum has been prepared in line with the general goals of Turkish National Education as defined in the Basic Law of the National Education No. 1739, along with the Main Principles of Turkish National Education.

The updates and revisions done in the new 2nd – 8th Grades English Curriculum (MEB-TTKB, 2013) have called for an update in the 9th-12th Grades English Curriculum. In this sense, the 9th-12th Grades English Curriculum can be seen as a continuum of the 2nd-8th Grades English Curriculum. Following the same communicative focus in the 2nd-8th Grades English Curriculum, the curriculum designed for the 9th-12th Graders is intended to foster communicative skills in English among learners. However, due to the different age ranges and language needs of students in the 9th-12th Grades, gradually increasing emphasis on the integration of four language skills is incorporated in this curriculum. Students in the 9th-12th Grades English classes also have several academic English needs. In addition, students at this age are expected to be more conscious about the language learning process in their native language which can be transferred to the second language learning experience. Therefore, limited study of some complex language structures are dispersed within the curriculum. In addition, considering the real-life experiences of learners, more instructional technology tools are used across all grades in the 9th-12th grades English curriculum.

There are several interdependent language teaching and language principles reoccurring in the 9th-12th Grades English Curriculum. First of all, English is seen as a lingua franca and international language used in today’s global world. As travel has become more common in the last decade, different cultures are in constant contact and use of English as an international language “involves crossing borders literally and figuratively” (McKay, 2002, p. 81). English is also used mostly as the language of science and technology. In order to share their ideas and culture with other people from different cultures and countries, our learners need to use English actively, productively, and communicatively. Communicative competence has four main aspects: a) grammatical competence, b) discourse competence, c) sociolinguistic competence, and d) strategic competence. (Canale & Swain, 1980). It has been over four decades since Dell Hymes (1972) coined the term “Communicative Competence” and more than three decades since Canale and Swain (1980) elaborated it. Nevertheless, lack of effective communicative competence has remained to be the problem of many learners in English language classes in Turkey. It is often stated that in Turkish EFL education context, priority has been given to grammatical competence with too much focus on teaching and assessing grammatical structures in English. To take a step in overcoming this problem, the new 9th-12th Grades English Curriculum was designed to take all aspects of communicative competence into consideration in English classes by addressing functions and four skills of language in an integrated way and focusing on “How” and “Why?” in language rather than merely on “What?”.

In addition, in the 9th-12th Grades English Curriculum collaboration among students is encouraged more than competition because collaborative activities are more in line with the natural process of language learning in which learners have to interact with each other to negotiate meaning and practice interpersonal skills that are necessary to become effective communicators (Crawford, 2007). Collaboration also meets the affective needs of adolescent learners more than
competition as adolescents are generally more reliant on their peers and “see their friends as more trusted confidants compared to the adults in their lives” (Powell, 2010, p.114). Adolescents go through significant physical, cognitive, and emotional change and they are in pursuit of forming their own identities (Brown, 2000) as well as independence. Crawford (2007) also states that “young adolescents crave for exploration, peer interaction, and personal autonomy” (p.17). Therefore, fostering learner autonomy is an important principle adopted in the new 9th-12th grades English curriculum. As Powell (2010) points out “alone is not synonymous with autonomous” (p. 105). In the curriculum students of English are intended to get support and guidance from their teachers, peers, learning materials, and learning tasks so that there is a gradual increase in learner autonomy through collaboration, interaction, and communication in a safe learning environment. In addition, learners are encouraged to be reflective in their own learning by recognizing and assessing their own needs, strengths, weaknesses as effective managers of their own learning (Penafort, 2002). Another way to increase autonomy among learners is to include them in the decision making process, especially in providing supplementary language learning materials, which can also increase learner motivation in the classroom (McCrath, 2013). Throughout the 9th-12th grades English curriculum students are encouraged to be involved in task-based, collaborative, and project-based language activities that would empower learners by increasing their self-esteem, autonomy, and language skills (Stoller, 2002).

In order to sustain such a productive, communicative, and dynamic language learning environment, the assessment techniques used should also reflect the language teaching and learning methods. One of the significant causes of lack of communicative competence among most Turkish learners of English is that in general there has been a mismatch between the nature of language learning process and language assessment types and tools in English classes. In other words, even if we teach communicatively, this does not guarantee the development of communicative competence among learners because learners’ output in language is not being assessed communicatively. Therefore, authentic assessment tools that give way to communicative assessment are included in the new 9th-12th grades English curriculum. Throughout the curriculum, in line with the alternative assessment principles, learners are asked to show what they can do and produce rather than what they are able to recall and reproduce (Huerta-Macias, 2002).

Considering the realities of language classes with overpopulated classrooms, some authentic assessment tasks can be impractical and/or too subjective to handle. However, another reality of the education is that assessment plays an important role in determining the success of learners that is mostly associated with getting high grades. Administrators, teachers, parents, and learners like in any field of study still consider high grades as great motivational tools. In other words, if a topic or skill is not assessed, it is unlikely to be given priority in the classroom to be improved. Overcoming this backwash of effect of assessment is especially required in language classes in which traditional assessment techniques are no longer relevant to evaluate the communicative output of learners. Therefore, in the 9th-12th grades English curriculum authentic assessment techniques that reflect the tasks students will encounter outside schools are used (Marsh, 2009). To reflect the real-life experiences of learners, echo the multisensory nature of language learning, and increase the level of practicality as well as management of data in assessment, the use of instructional technology is extensively used throughout the grades and units in the curriculum.
3. COMMUNICATIVE COMPETENCE AND SKILLS

3.1. Model English Language (9th – 12th Grades) Curriculum

<table>
<thead>
<tr>
<th>Grades (CEFR®) Hours per Week</th>
<th>Learner Age</th>
<th>Skill/Grammar/Vocabulary/Pronunciation Focus</th>
<th>Main Activities (Can be used in all grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 (A1/A2) 4</td>
<td>14-14.5</td>
<td>All four skills integrated with an emphasis on Listening and Speaking. Maximum seven new Vocabulary items per lesson. Limited Pronunciation practice</td>
<td>Roleplays/Simulations Graphics/Charts Paragraph Reading and Writing</td>
</tr>
<tr>
<td>11 (B1+/B2) 4</td>
<td>16-16.5</td>
<td>All four skills integrated with an emphasis on Listening and Speaking. Limited focus on Language Structures. Maximum seven new Vocabulary items per lesson. Limited Pronunciation practice.</td>
<td>Surveys/Short Oral Presentations/Drama Short Reading Texts and Paragraph Writing</td>
</tr>
<tr>
<td>12 (B2+) 4</td>
<td>17-17.5</td>
<td>All four skills integrated with an emphasis on Listening and Speaking. Synthesis of Language Structures. Maximum seven new Vocabulary items per lesson. Limited Pronunciation practice.</td>
<td>Conversations/Oral Presentations/Projects/Task-based Activities Argumentative/Descriptive Text Writing</td>
</tr>
</tbody>
</table>

*CEFR = The Common European Framework of Reference for Languages

The order of the CEFR levels (CoE, 2011) was adapted to meet the specific needs of high school learners in the new 9th–12th grades English curriculum in which it is intended for learners to start their high school English classes with a revision on CEFR A1 level and then gradually proceed through CEFR levels A2 - B2. Finally, learners are expected to graduate from high school with a minimum CEFR B2+ and/or beyond level of English language proficiency depending on whether students had preparatory class English education or not. As learners progress through levels and grades, the complexity and formality of language used in the curriculum increases. Following chart illustrates the process learners will go through in their high school English classes:

The rationale behind starting the 9th Grade with A1/A2 levels is that even though students are expected to be at A2 level at the end of 8th Grade according to the 2nd - 8th Grade English Curriculum, in practice there is often a need to revise and recycle the content presented in previous classes as students enter the 9th Grade English classrooms with different levels of capacities, English proficiencies, and individual learning differences. For students attending to 9th Grades with low proficiency of English language, teachers can give emphasis on revision and improvement of A1 level functions, vocabulary and structures. For students with higher English proficiency level; on the other hand, teachers can spend more instruction time on A2 level especially devoting more time on practising productive skills such as speaking and writing. Moreover, with the help of
revision of some of the functions presented in the previous curriculum, teachers can carry out needs analysis to determine the learning needs of their students before students are presented with new functions in English. It is important to note that even though the similar functions are addressed, 9th Grade A1 level can be more advanced in terms of some vocabulary and structures compared to A1 level in 2nd-8th Grade English Curriculum so that students can also receive new input while they are revising the functions that they might be familiar with.

All of the foreign language skills [Reading (R), Listening (L), Speaking (S), and Writing (W)] were addressed throughout the new curriculum for English language. The learning outcomes specified within the curriculum were coded with regard to the course name, grade, theme number, language skill and the number of the learning outcomes. These codes were then assigned to each learning outcome, as follows:

<table>
<thead>
<tr>
<th>Course and Grade</th>
<th>Theme</th>
<th>Language Skill and Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>E9.</td>
<td>1.</td>
<td>Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text.</td>
</tr>
</tbody>
</table>

The functions and the useful language, language skills and learning outcomes as well as suggested materials and tasks were presented in three different consecutive columns in the syllabi. Below are provided definitions for each of those titles:

1. **Functions and Useful Language**: The functions refer to the communicative role(s) of a given form in a context of situation. The present curriculum is structured in terms of communicative functions and specific useful language units with which functions are associated to offer a linguistic repertoire throughout a continuum of a language proficiency depicted in and for each grade. Thereby, the functions and useful language units are built on one another and constructed in a cyclical way, which enables to ensure permanent learning. **It is highly recommended that teachers and material developers use structures and lexis given in this column.**

2. **Language Skills and Learning Outcomes**: The second column comprises four basic language skills and learning outcomes, which are associated with the functions and useful language in terms of theme and task requirements. Hence, it is important to accentuate that each objective specified in learning outcomes can be fulfilled merely by addressing the language functions and their linguistic realizations. Additionally, some focus on explicit pronunciation is included in each theme.

3. **Suggested Materials and Tasks**: This column presents suggested materials and tasks to help students achieve a success in practicing the input and language skills in the preceding columns. It is highly recommended that teachers and material developers exploit those suggestions to provide students with a wide range of learning repertoire addressing different learning styles and strategies.
4. ETHICS AND VALUES EDUCATION

The 9th-12th Grades new curriculum has been prepared, based on the regulations set by the Turkish Ministry of National Education, which has been clearly defined in the official website (www.mevzuat.gov.tr/MeyzuatMetin/1.5.1739.pdf). As stated in the general objectives of Turkish National Education, the new curriculum aims to raise the awareness of universal, national, moral, humane and cultural values and ethics as well as the competence in both oral and written communication skills. The objectives and sample usages have been integrated into the new curriculum in accordance with this goal.

The new curriculum is different from the previous one in a sense that it focuses on values education. The key values that should be transferred to the learners in line with the learning outcomes are: friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism and altruism. However, these values should not be considered as a separate entity. They should be embedded into the themes and topics of the syllabi.

Stakeholders such as teachers and material designers should take learners’ ages, psychological and sociological levels into consideration in selecting characters, texts, visuals to be used during the instruction process. For instance, if a movie poster is used, the age appropriateness of the movie should be taken into consideration in addition to our ethics and values. Besides, the selection of the characters should comply with ethics and values of our education system so that learners can have proper role-models. It is highly recommended to have this aim included in the materials to be designed.
5. GUIDE FOR THE 9th-12th GRADES ENGLISH CURRICULUM

5.1. Characteristics of English Teaching and Learning Environment (9th - 12th Grades)

Students…
- communicate in English in the classroom at all times.
- are active participants who also provide input to each other during communicative activities.
- constantly practice real-life English in various contexts to become effective communicators in English.
- practice all four language skills in an integrated way and parallel to first language acquisition process.
- are viewed as creative individuals who can produce language materials and tasks with the guidance of their teachers.
- are encouraged to be autonomous in their own language learning inside and outside the classroom.

Teachers…
- communicate in English in the classroom at all times and act as good role models for students.
- use a variety of interaction types (individual work, pair work, group work, whole class) during the lessons.
- present unfamiliar topics in English by building on what is familiar for students.
- allow learners to discover meaning from context and/or given clues.
- overlook students’ mistakes or slips of the tongue during speaking activities and model the correct use of language instead or take notes to work on the mistakes later on as a whole class without referring to students’ identities.
- use praise and positive reinforcement in class to nurture the willingness and motivation for language learning.
- give rationale behind language learning in general as well as specific language learning activities.
- encourage and train learners to learn how to learn English autonomously.

Materials/Tasks…
- are authentic in design and content as much as possible.
- appeal to multiple senses of students to reinforce the intake of language via multiple channels.
- address students’ real-life language needs (e.g. survival English, academic English) as well as their interests.
- are recycled across different units as well across different grades to foster permanent learning.
- are supported with multimedia and instructional technology tools as much as possible to immerse students in authentic use of language.
- support the guidance for the assessment of four skills of English such as rubrics, evaluation etc. in accordance with the descriptive and pedagogical principals specified in The Common European Framework of Reference for Languages (CEFR).
- support the presentation and practice of four language skills in an integrated way to reflect the complex, dynamic, and holistic nature of language.
- are designed to include the presentation and practice of four skills in accordance with the pre, while and post activity processes.
- are designed to include characters and the places that the learners are most likely to confront in their daily lives.
- Textbooks must be formed according to the page/signature numbers and size standards presented in table in Appendix 2.

Assessment…
- serves the language learning goals, materials, and tasks, not vice versa.
- is used to promote and check learning in English, not as a negative reinforcement instrument.
- enables to assess authentic use of language with an emphasis on tools such as portfolios, projects, and/or communicative activities more than traditional assessment tools such as multiple choice, true/false, and/or fill-in-the blanks.
- is geared toward assessing understanding, production, and use of analytical skills in English, not merely memorization of language structures or vocabulary.
- allows the involvement of multiple feedback providers for different assessment tasks (self, peer, teacher, computer-mediated, and/or parent evaluation).
The assessment in the 9th - 12th Grade English Curriculum is also a mixture of alternative, traditional, and electronic assessment types. In order to assess the complex nature of language output of students, assessment types are also diverse in nature in curriculum. Any type of student output can be assessed in language classes, but the main assessment types suggested in the curriculum are evaluating listening/speaking skills via Discussion Time activities and/or Video Blogs (V-logs) and evaluating the integration of all four language skills as well as the other components of language such as lexis, structure, and pronunciation via Tech Pack, pen-paper in-class exams, or E-portfolios. The use of E-portfolios is selected as one of the assessment strategies since E-portfolios extend the range of materials and activities that can be included (Walker & White, 2013) to evaluate learners’ performances in language.

<table>
<thead>
<tr>
<th>Tasks/Materials that can be incorporated into Assessment (9th - 12th Grades English)</th>
<th>VIDEO BLOG ENTRY</th>
<th>E-PORTFOLIO ENTRY</th>
<th>DISCUSSION TIME</th>
<th>IDIOMS/ PROVERBS OF THE WEEK</th>
</tr>
</thead>
</table>

**Participation**  
**Pen & Paper Tests**  
**Teacher Observations**

Whichever assessment tool is used, it is strongly recommended that the emphasis is given to designing communicative assessment tasks and assessing production of language in the implementation of the curriculum. Since 9th-12th English curriculum is mainly function and skill-based, it is important to assess learner performances via assessment tasks geared towards evaluating integrated skills. The criteria to select the appropriate assessment type and/or task can depend on the language skill to be assessed.
In addition, one assessment type and/or task can be used to address and assess multiple/integrated skills in English. For example, to assess integrated skills in English learners can read a short passage on a current topic and/or listen to a short listening excerpt (or watch a short clip) and then write a short argumentative paragraph to defend their stand on the issue as well as talking to defend their points of view in three minutes. To assess speaking skill students can also select a random real-life situation from a list given by the teacher and act it out in the form of a conversation in pairs or groups. In this way students can demonstrate both their listening and speaking skills. When applying such an assessment task, it is strongly recommended to give an evaluation rubric/checklist to the students beforehand and to video record the conversations for future reference and/or feedback sessions. However, it has been observed that the assessment of speaking and listening skills cannot be held properly in some institutions by considering lack of facilities. Therefore, those skills can be assessed by the groups of English teachers in the institutions to evaluate the students more effectively.

To assess reading and writing together, students can read a news article and write a short review or letter to the editor. Students can also read an informative report and fill in charts/graphs/forms to demonstrate their understanding. These assessment tools are suggested as examples. A variety of assessment tasks can be used in English classes as long as these tools reflect the dynamic, communicative, and interactive nature of language use in real-life. It is strongly recommended to give some weight to assessing speaking skill. Portfolios, projects, and other samples of students’ work should have a weight in the overall grade so that language assessment fosters production in language rather than memorization or mechanical drills. Multiple assessment types and feedback sources should be incorporated into assessment to achieve variety to document students’ achievements throughout the learning process.

**Feedback Sources in Assessment:** Similar to assessment types, feedback sources in the assessment process in the 9th-12th Grades curriculum is multidimensional. Students of English get feedback from their teachers, peers, e-assessment tools, and/or parents in systematic, clear and meaningful ways. In addition, students are encouraged to be reflective in their own language learning and performance and self-evaluate their progress with the help of self-evaluation checklists, rubrics, and short reflection reports which can be carried out both online and offline.

The chart above illustrates the parties to provide feedback on students’ outputs in English. It is suggested that a combination of feedback providers is used throughout the semester at varying degrees depending on the nature of language output of the learners and language content.
In designing the new 9th-12th grades English curriculum an eclectic approach to language teaching and learning methods was adopted. No single teaching method was entirely followed or left out during the development of the curriculum. Different teaching techniques and learning tasks were incorporated to the curriculum and their selection was done in relation to the theme of each unit as well as the functions presented in the unit. Another criterion for the selection of the mixture of methods was the profile of language learners in the 9th-12th grades, especially regarding learner age, interests, and language level. The curriculum is divided into 10 units organized around interrelated themes for each grade. Thematic unit organization encourages adolescent learners to make thematic connections related to language, social issues, and personal concerns (Crawford, 2007). The themes for each grade were selected with the help of a focus group of learners in the 9th-12th grades who stated the themes of their interests for learning English in their classes via a survey in which learners were asked to prioritize the themes based on their preferences and by numbering them from the most preferred to the least one.

In addition to the thematic organization of the units, language functions, all language skills (listening, speaking, reading, writing), and limited focus on language structures as well as some focus on explicit pronunciation are included in each unit. The selection of the functions for each unit was carried out in accordance with the descriptors of the The Common European Framework of Reference for Languages (CEFR). The categories of the CEFR were adhered in a flexible way as functions of the language cannot be strictly ordered in real-life use. In addition, many functions of language were recycled throughout the whole curriculum to ensure permanent learning. In integration of the four skills, an emphasis is given to speaking and listening skills to enable learners to practice communication and real-life use of language. Sample usages of functions, language structures, and pronunciation are provided in the curriculum to reflect the formality/informality of the language that is expected to be introduced and practiced in material design that is in line with the principles of the curriculum. Special focus on sample vocabulary items are not given in the 9th-12th grades English curriculum to avoid the use of long word lists isolated from real-life use contexts which typically end up being the subject of rote memorization for exams. However, the number of new words to be learnt in each lesson is limited to seven to ensure meaningful learning and active use of vocabulary. Material designers and teachers can select the vocabulary items depending on the themes of the units and the needs of learners and all vocabulary should be taught in context with reference to meaning, form, pronunciation, collocation, and example sentences. Furthermore, the vocabulary items to be selected in the syllabus must be commonly and frequently used in daily life and this must be taken into consideration by material designers while preparing all the instructional materials.

Overall, the new 9th-12th grades English curriculum can be regarded as a “multi-syllabus” (McDonough & Shaw, 2003) containing different elements of other syllabus types at varying degrees. The eclectic approach adopted in the curriculum comprises elements of mostly functional syllabus and skill-based syllabus while integrating other aspects of language such as structures, pronunciation, and vocabulary relevant to the themes, functions, and skills of the units presented.
Instructional Design:

The curricular model in English 9th-12th grades is different from the one in 2nd-8th grades in that it is not divided into several stages. Considering the close age range of students across different grades in high school, the instruction throughout the four grades is seen as a continuum without strict boundaries. The 9th Grade Syllabus is intended to revise most of the content learnt up to the 8th Grade English Syllabus. In addition, limited new language functions and use were introduced to make a smooth transition to the 10th Grade Syllabus. There is limited focus on language structures in the 10th Grade and 11th Grade English Syllabi as students at these levels of English have academic language needs as well as communicative needs. However, the integration of four language skills as well as functions of the language still remains to be the main focus in instruction. The 12th Grade English Syllabus can be viewed as an overall synthesis of what students have learned up to this grade. No new language structures have been introduced; however, the complexity of language structures and vocabulary items are expected to increase while using the functions in the units. In all grades, communicative, experiential, and task-based language activities are promoted. Overall, the curriculum is designed based on weekly four English lesson hours in all grades. If different or additional hours are offered in different institutions, adaptations can be made by the groups of English teachers in the institutions.

Instructional Materials:

In the new 9th-12th Grades English Curriculum preferred instructional materials are the ones that are attractive in presentation, authentic in content/use, culturally sensitive, unbiased toward learners’/others’ cultures/genders (Tomlinson, 1998), and multisensory in design. In addition, variety as well as self-discovery is an important principle underlying the selection of instructional materials. Moreover, in the curriculum it is desired to promote experiential learning and learning-by-doing among learners via the chosen instructional materials. The materials are selected in such a way that there is not too much controlled practice of language structures (Tomlinson, 1998) and it is strongly recommended that material designers take this goal into consideration while creating teaching and learning course books, teachers’ guides, and supplementary materials to go with the curriculum. Each English lesson and/or unit should also be sequenced to simulate the natural process of first language acquisition and start with listening and speaking activities and then proceed to reading and writing materials. Rather than only using audio materials in listening, movies or short documentaries are suggested in the curriculum in order to expose learners to nonverbal communication as well as verbal communication in English. With the help of movies, learners can learn multiple aspects of language such as culture, gestures, facial expressions (Brown, 2000), and pragmatics simultaneously.

The format of the materials in the 9th-12th Grades English Curriculum is a combination of print and multimedia. The new curriculum encourages the integration of technology in all aspects of English language teaching and learning because technological tools match the dynamic and interactive nature of the language as well as the adolescents’ interests and real-life experiences. Learning tools and materials are increasingly being delivered electronically (Tomlinson, 2012) through digital cameras, mobile devices, and Tablet PCs and the new curriculum of English is designed to be in synch with the recent developments in education and
provide learners with an up-to-date foundation for learning English. Material designers should opt for designing a variety of multimedia and online materials for both teachers and learners of English. In addition to online materials and software, offline and/or hard copies of the materials such as transcripts of audios/videos, print screens of online posters/newspapers, DVDs consisting of movies, and interactive learning software which can also work offline should be provided for teachers and learners to prevent the challenges that can be faced as a result of power cuts or lack of/limited access to the Internet. Material designers should also offer guidelines to teachers of English on how to integrate technology into the English classrooms in the teachers’ guides with specific video-tutorials and specific examples relevant to English classes. Online communities in which teachers of English can share ideas and materials locally and globally can also be created so that English teachers in Turkey can interact with colleagues in Turkey and around the world and the integration of technology which is an integral part of the 9th-12th Grades Curriculum can be carried out effectively.

7.1. The Use of Technology and Blended Learning in English Classes

There have been an immense number of studies on the use of technology in English classes as the study of Computer Assisted Language Learning (CALL) has been around for the last fifty years (Leakey, 2011). Even though researchers, teachers, and parents have mixed feelings about the use of technology in education, there is no doubt that the use of technology plays an important role in adolescents’ lives today. Adolescents in the twenty-first century are considered as “Digital Natives” (Prensky, 2001), who are born into a digital era where they are surrounded with numerous ways to access and communicate via technological tools. Mobile Assisted Language Learning (MALL) via Tablet PCs, smart phones, and other portable devices (Kukulska-Hulme & Shield, 2008) has already been very widespread and popular among adolescents. Crawford (2007) claims that technology cannot be overlooked if we want to bridge the growing disconnect between the adolescents’ lives and school experiences to tap into the interests of adolescents. Crawford (2007) also lists several benefits of technology in teaching adolescents and states that instructional technology is a natural fit with the functioning of the adolescent brain, if used meaningfully it can be a tool to develop students’ thinking and learning, it has the potential to diminish cultural barriers and promote multicultural awareness among adolescents, and the use of the Internet provides the adolescents ways to carry out research on current events, collaborate with mentors, experts, and peers. With the help of instructional technology language learners are able to access authentic language, international communities, and intercultural environments that would provide learners with genuine communication opportunities. Especially, chat rooms, virtual worlds, and electronic discussions can help learners practice language skills as well as learn the culture of others (Hanna & de Nooy, 2003). In chat rooms, language learners can provide a more comfortable environment for non-native speakers of English, which can also improve the willingness to communicate in English (Freiremuth & Jarell, 2006). Video conferencing done with native speakers can also increase the confidence and improved motivation among language learners (Wu & Marek, 2011). Furthermore, the use of blogs was found to be beneficial for language learners (Ahl, 2009; Carney & Gakuin, 2009; Raith, 2009). For example, Wan (2011) found in her study that blogs helped language learners have more self-confidence, improve writing skills, share ideas with classmates, express their thoughts, and acquire online research as well as critical thinking skills.
Schrooten (2006) also states that “the benefits of integration of information and communication technology (ICT) into language education seem vast” (p.129) and lists the potential of ICT in language classroom as follows:

1. ICT allows a high degree of differentiation. Individual needs and abilities can easily be accommodated.
2. Working with ICT elicits a high degree of learner motivation and involvement.
3. ICT offers enriched content and allows a more intense, multisensory learning process.
4. ICT makes teaching more efficient, since the teacher can focus more on supporting learners rather than having to focus on providing content.

(Schrooten, 2006, p. 129)

Considering the benefits of technology in language classes, the new 9th-12th grades English curriculum advocates a blended-learning environment for language learners. In blended learning, face-to-face learning takes place in combination with approximately 45% of online materials and activities (Gruba & Hinkelman, 2012). To make use of blended learning in an effective, meaningful, and ethical way, learners should also be explicitly trained on the proper ways of online communication (Biesenbach-Lucas, 2007). To maximize the benefits of the use of technology in English classes and to raise awareness among adolescent language learners, several topics such as the netiquette, positive/negative implications of technology use, and boundaries in relation to technology use are discussed in some themes of the curriculum in addition to technological tools that can foster language learning.
### 7.2. Suggested Materials for 9th-12th Grades

There is no sequencing in the order of materials suggested in high school English classes. Following materials/tasks can be used in all grades through 9th to 12th grades. Use of authentic materials is strongly recommended in all grades. In addition, most materials given can be presented both online or offline. Some materials can also be both presented with multimedia and in print. For example, students can fill in a survey in print or they can use an online survey development website/software. Besides, the materials and tasks suggested in the curriculum as well as the sample usages have been presented in a wide range so that they can address to the students at different levels and talents, which will enable the adaptation of the curriculum for inclusive education.

<table>
<thead>
<tr>
<th>Format</th>
<th>Materials Suggested in the 9th-12th Grades English Language Curricula</th>
</tr>
</thead>
</table>
| Multimedia | Movies  
TV/Radio Recordings  
Commercials  
Podcasts  
Infographics  
PPP Presentations  
Wikis  
Blogs  
V-logs  
E-mails  
Simulations  
Animations  
Animation Makers  
Virtual Environments  
Games/Fun  
Comics  
Maps  
Road Signs  
Posters  
Tables  
Timelines  
Patient Information Leaflets  
Brochures  
Advice Columns  
Invitee Lists  
Advertisements  
Shopping Lists  
Product Catalogues  
Recipes  
Coupons  
Call Center Dialogues  
Transportation Schedule Boards  
Travel Guides  
Notes/Messages  
Monolingual Dictionaries  
Planners  
P. Postcards/Greeting Cards  
Letters  
Tickets | Short Documentaries  
Short Lectures  
Interview Dialogues  
Phone Conversations  
Announcements  
Songs  
Websites  
Synchronous and Asynchronous CMC  
Online / Offline Newspapers/Magazines  
Online/Offline Pictures  
Picture Albums  
Contests/Quiz Shows  
Illustrations  
Realia (Real Objectives)  
Flashcards/Picturecards/Wordcards  
Song Lyrics  
Charts/Graphs  
Graphic Organizers  
Application Forms  
CVs/Letters of Intention  
Myths/Rhymes  
Poems  
Plays/Drama  
Surveys  
Short Stories  
Collaborative Stories  
Biographies  
Diary Entries  
Reflection Reports  
Peer and Self-Evaluation Checklists  
Jigsaw Readings  
Descriptive Texts  
Expository Texts  
Narratives  
Compare and Contrast Paragraphs  
Cause and Effect Texts  
Persuasive Texts  
Argumentative Texts  
Menus |
In addition to materials and tasks suggested for each grade and unit in the curriculum, there is a set of strongly recommended tasks that learners should be engaged in. This set is present in all grades/units:

- **IDIOMS/PROVERBS OF THE WEEK:** Idioms and proverbs are culture oriented and effective use of them is one of the indicators of having a high degree of communicative competence in English. As idioms and proverbs in a language are generally culture bound, these should be presented in meaningful real-life contexts, preferably through written dialogues and/or conversations in movie clips.

- **DISCUSSION TIME:** In addition to regular communicative speaking activities done in the English classrooms, there needs to be a time that is allocated for practicing freer and/or impromptu speaking in English. Discussion time can be organized in collaboration with learners. Students can suggest topics to be discussed and they can bring in materials to foster discussion and/or debates. Depending on the number of students in class one student or a group of students can take turns to organize and lead the discussion time activities with the supervision of the teacher.

- **TECH PACK:** The Tech Pack is intended to supplement the main materials in the curriculum. This pack can provide teachers and learners of English an online environment in which they can share supplementary materials and tasks for each unit. In this online environment, a teacher’s e-office as well as an e-classroom and individual learner’s learning corners can be included. Chat rooms and online bulletin boards can also be used in the e-learning environment so that learners can practice English interactively. In addition, this tech pack should provide learners self-access materials with meaningful, productive activities, and detailed feedback. Practice of all four language skills should be present in the e-environment as well as lexis, language structures, and pronunciation study. Links to websites, blogs, and virtual environments to expose learners to authentic use of English and real communication with native speakers of English can also be added to the Tech Pack. It is important to have privacy and security in the tech pack, so each English classroom should have a Tech Pack that is accessible only via individual user names and passwords. There should also be certain rules and regulations for students to obey in the interactive sections of the Tech Pack. It should be clearly conveyed to learners that this e-environment is not the same as the social networking sites they use in their daily lives to communicate with their friends and Tech Pack is an e-education environment in which semi-formal communication should take place. Preferably, Tech Pack should have a tracking system that allows teachers to observe how much participation each learner demonstrates.

- **E-PORTFOLIO ENTRY:** E-portfolios can be carried out online as a component of the Tech Pack or students’ individual blogs or they can be carried out offline in the form of a DVD. E-portfolios can consist of students’ individual or group work project outputs in English, any kind of scanned written work in English, video-log entries, self-prepared materials in English, teachers’ feedbacks to students’ work in English, and any other multimedia students created such as infographics, e-posters, or audio files. E-portfolios should be kept regularly each week under the supervision of the teachers and the final product should be submitted to the teachers at the end of the semester.

- **VIDEO BLOG ENTRY:** Students need opportunities to practice spoken English in real-life with genuine communication. The video blog (V-log) entries can be done by the students in the form of individual e-diary entries about their interests/themes of the units or in the form of interviews with peers, teachers, or parents. Some drama and act out activities created in and/or out of the classroom by the students can also be shared in class. The content and language in the V-logs should be appropriate for the educational contexts and if segments of these videos are to be shared in the classroom with other students, teachers should check the recordings beforehand. Students can also fill in short self-evaluation or peer evaluation checklists to evaluate their fluency and accuracy in English after watching the V-logs. The duration of V-logs can increase after students gain more experience. Digital camcorders as well as desktop, laptop, tablet, or smart phones’ cameras can be used to record the V-logs.
8. FINAL WORD

The 9th-12th grades English curriculum was designed to meet the language needs of Turkish teachers and learners of English. The curriculum is intended to be specific enough to guide teachers, administrators, and material designers to have a framework for having an efficient English language teaching and learning experience and broad/flexible enough so that teachers can creatively adapt the content to meet their learners’ individual needs. The collaboration and support of all parties involved in the education system are vital in the successful implementation of the curriculum, which will help us achieve one of the most important goals of English language teaching: guiding our students to become productive, autonomous, and innovative individuals who are effective communicators of English in the global world.

References


Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20 (3), pp. 271–289.


Ortaöğretim İngilizce Dersi
(9, 10, 11 ve 12. Sınıflar)
Öğretim Programı
9th Grade

ORTAÖĞRETİM İNGİLİZCE DERSİ 9. SINIF ÖĞRETİM PROGRAMI (CEFR “A1-A2” SEVIYELERİ)


A1 (Temel Kullanıcı) Ortak Yeti Açıklamaları


A2 (Temel Kullanıcı) Ortak Yeti Açıklamaları

<table>
<thead>
<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meeting new people and introducing oneself and family members</td>
<td><strong>Listening</strong>&lt;br&gt;E9.1.L1. Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text.&lt;br&gt;E9.1.L2. Students will be able to detect specific information about jobs/countries/nationalities.</td>
<td>Games/Fun&lt;br&gt;Road Signs&lt;br&gt;Postcards and Greeting Cards&lt;br&gt;Maps&lt;br&gt;Note Taking&lt;br&gt;Spoken Presentations&lt;br&gt;Songs&lt;br&gt;Descriptive/Biographical Texts&lt;br&gt;Comics&lt;br&gt;Survey on Personal Life (find someone who) E-mails</td>
</tr>
<tr>
<td>2. Talking about possessions</td>
<td><strong>Pronunciation</strong>&lt;br&gt;E9.1.P1. Students will be able to recognize contracted forms of “am, is, are” and “have/has”.</td>
<td><strong>DISCUSSION TIME</strong>&lt;br&gt;<strong>TECH PACK</strong>&lt;br&gt;<strong>E-PORTFOLIO ENTRY</strong>&lt;br&gt;<strong>VIDEO BLOG ENTRY</strong>&lt;br&gt;<strong>ELP Self-Assessment</strong></td>
</tr>
<tr>
<td>3. Asking for and giving directions</td>
<td><strong>Speaking</strong>&lt;br&gt;E9.1.S1. Students will be able to introduce themselves and their family members.&lt;br&gt;E9.1.S2. Students will be able to ask and answer about their personal belongings.&lt;br&gt;E9.1.S3. Students will be able to ask for and give simple directions in simple phrases.</td>
<td></td>
</tr>
<tr>
<td>-Hello/Hey/What’s up?&lt;br&gt;-Hi, long time no see!&lt;br&gt;-Great to see you again!&lt;br&gt;-Hi, how are you? / Hi, how is it going?&lt;br&gt;-Not bad.&lt;br&gt;-Goodbye&lt;br&gt;-Catch you later!</td>
<td><strong>Reading</strong>&lt;br&gt;E9.1.R1. Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails.&lt;br&gt;E9.1.R2. Students will be able to find specific information in a simple text about jobs/nationalities/countries.</td>
<td></td>
</tr>
<tr>
<td>-Who is this in the picture?&lt;br&gt;-This is my…&lt;br&gt;-Is it your schedule?&lt;br&gt;-No, it isn’t. / Yes, it is.</td>
<td><strong>Writing</strong>&lt;br&gt;E9.1.W1. Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form).</td>
<td></td>
</tr>
<tr>
<td>Meet my friend Tom.&lt;br&gt;You’re……?</td>
<td><strong>Games and Useful Language</strong></td>
<td></td>
</tr>
<tr>
<td>-What do you do? / -What do you do for a living?&lt;br&gt;-I’m a hairdresser.</td>
<td></td>
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</tr>
<tr>
<td>-Which languages can you speak? / Can you speak any English?</td>
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<td></td>
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<tr>
<td>- Excuse me! Is there a hospital around here?</td>
<td></td>
<td></td>
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<tr>
<td>-Yes, first of all go straight ahead, take the second left…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- How can I get to the library?</td>
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</tbody>
</table>
### THEME 2: MY ENVIRONMENT

**Functions and Useful Language**

1. Talking about locations of things
2. Asking about and describing neighborhood
3. Making comparisons

- What do you have in your room/kitchen/classroom/lounge/school?
- Is it a large or a small cellar?
- There aren’t any sport facilities in our school.
- Do you live in a nice community?
- This store is cheaper than the previous one.
- Is there a nice mall in this neighborhood?
- The one in our neighborhood is the biggest in Ankara.

**Language Skills and Learning Outcomes**

**Listening**

- **E9.2.L1.** Students will be able to respond to the questions related to the topic of a recorded text/video.
- **E9.2.L2.** Students will be able to locate the things as they listen to information about the instructions.

**Pronunciation**

- **E9.2.P1.** Students will be able to differentiate /ı/ and /i:/ sounds.
  
  *Eg. sit /sit/ seat /st:i/*

**Speaking**

- **E9.2.S1.** Students will be able to ask about and describe their neighbourhood.
- **E9.2.S2.** Students will be able to compare people, places and objects around them.
- **E9.2.S3.** Students will be able to ask and answer questions about location of things and places.

**Reading**

- **E9.2.R1.** Students will be able to read a simple text for specific information about their neighbourhood/city etc.

**Writing**

- **E9.2.W1.** Students will be able to fill in a chart comparing cities in different countries/Turkey.
- **E9.2.W2.** Students will be able to describe different environments in simple sentences and phrases.

**Suggested Materials and Tasks**

- Product Labels
- Brochures
- Discount Banners
- High-end Flea Market
- Songs
- Games
- Poster Advertisements
- Note taking
- Comparing
- Role play
- Information Gap
- Descriptive Text
- Tables/graphics
- **DISCUSSION TIME**
- **TECH PACK**
- **E-PORTFOLIO ENTRY**
- **VIDEO BLOG ENTRY**
9th Grade

### THEME 3: MOVIES

<table>
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<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Talking about likes/dislikes, hobbies and free time activities</td>
<td>Listening</td>
<td>Self-Prepared Video</td>
</tr>
<tr>
<td>2. Expressing opinions</td>
<td>E9.3.L1. Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text or video.</td>
<td></td>
</tr>
<tr>
<td>3. Making preferences</td>
<td>E9.3.L2. Students will be able to reorder a recorded conversation about making invitations/offers.</td>
<td>Competitions</td>
</tr>
<tr>
<td>4. Asking about and telling the time and the date</td>
<td>Pronunciation</td>
<td>Podcasts</td>
</tr>
<tr>
<td>5. Inviting and refusing/accepting an invitation</td>
<td>E9.3.P1. Students will be able to differentiate /t/ sound from /θ/ sound.</td>
<td>Magazines</td>
</tr>
<tr>
<td></td>
<td>Eg. ten /ten/ thin /θən/</td>
<td>Newspapers</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td>Movie Tracks</td>
</tr>
<tr>
<td></td>
<td>E9.3.S1. Students will be able to express their opinions about free time activities.</td>
<td>Movies</td>
</tr>
<tr>
<td></td>
<td>E9.3.S2. Students will be able to ask about and tell the time and the date.</td>
<td>Internet Websites</td>
</tr>
<tr>
<td></td>
<td>E9.3.S3. Students will be able to talk about their preferences of hobbies and free time activities.</td>
<td>Graphics/Charts</td>
</tr>
<tr>
<td></td>
<td>E9.3.S4. Students will be able to act out a dialogue about accepting and refusing an invitation.</td>
<td>Jigsaw</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>Puzzle</td>
</tr>
<tr>
<td></td>
<td>E9.3.R1. Students will be able to scan film reviews on blogs to decide which movie to see.</td>
<td>Oral Retelling</td>
</tr>
<tr>
<td></td>
<td>E9.3.R2. Students will be able to find the main idea of a text about movies.</td>
<td>Narrative Text</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>DISCUSSION TIME</td>
</tr>
<tr>
<td></td>
<td>E9.3.W1. Students will be able to write their opinions on a blog.</td>
<td>TECH PACK</td>
</tr>
<tr>
<td></td>
<td>E9.3.W2. Students will be able to write short text messages to invite their friends for a movie.</td>
<td>E-PORTFOLIO ENTRY</td>
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<td></td>
<td>VIDEO BLOG ENTRY</td>
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<td>ELP Self-Assessment</td>
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<tr>
<td>Functions and Useful Language</td>
<td>Language Skills and Learning Outcomes</td>
<td>Suggested Materials and Tasks</td>
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<td>------------------------------------------------------------------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td>1. Describing daily routines</td>
<td>Listening</td>
<td>Magazines</td>
</tr>
<tr>
<td>2. Talking about abilities</td>
<td>E9.4.L1. Students will be able to identify the subject of a text with the help of familiar words.</td>
<td>Newspapers</td>
</tr>
<tr>
<td>3. Talking about frequencies of activities</td>
<td>E9.4.L2. Students will be able to identify time expressions of daily routines.</td>
<td>Internet websites</td>
</tr>
<tr>
<td></td>
<td>Pronunciation</td>
<td>Graphics/Charts</td>
</tr>
<tr>
<td></td>
<td>E9.4.P1. Students will be able to pronounce /s/ , /z/ and /iz/ sounds.</td>
<td>TV news broadcasts</td>
</tr>
<tr>
<td></td>
<td>Eg. runs /rʌns/ brings /brɪŋz/ watches /wɒtʃIZ/</td>
<td>Monologues</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td>Jigsaw</td>
</tr>
<tr>
<td></td>
<td>E9.4.S1. Students will be able to talk about their abilities.</td>
<td>Informative texts</td>
</tr>
<tr>
<td></td>
<td>E9.4.S2. Students will be able to talk about their daily activities and the frequencies of those activities.</td>
<td>DISCUSSION TIME</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>TECH PACK</td>
</tr>
<tr>
<td></td>
<td>E9.4.R1. Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of natural events.</td>
<td>E-PORTFOLIO ENTRY</td>
</tr>
<tr>
<td></td>
<td>E9.4.R2. Students will be able to scan reading passages about people to find out different/unusual abilities.</td>
<td>VIDEO BLOG ENTRY</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E9.4.W1. Students will be able to write about their friend's daily life and the frequencies of their activities.</td>
<td></td>
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<tr>
<td></td>
<td>E9.4.W2. Students will be able to write a short paragraph about love for nature.</td>
<td></td>
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</tbody>
</table>

I wake up at seven a.m. every morning when I go camping.  
He runs a couple of miles every morning to clear his head.  
Mum grows organic vegetables in her garden.  
We don’t stay in a tent during our summer holidays.  
-How often do you go trekking?  
-Sometimes.  
-Once a week.  
Robert can cook delicious meals but I can’t.  
How long can you survive without water?  
I am not sure but I think one or two days.  
What can Sheila do?  
What can we do to prevent natural disasters?  
My friends help the victims/casualties of natural disaster.
### Functions and Useful Language

1. Asking about and describing people’s appearances and characters
2. Comparing characteristics and appearances
3. Expressing opinions (Agreeing, disagreeing, etc…)
4. Talking about current activities

Who inspires you most in Turkish history?

What is s/he like?
What does… look like? How old/tall/long…?
What color…?

She has got blonde/wavy hair / a purple headscarf.
In the picture Claire’s hair is shorter than Hanna’s.

Who is your favorite sportsman/ sportswoman?

S/he is a born singer.
He has got a natural talent for sports.
-I think George is more emotional than Jay.
-I disagree with you, I think vice versa.
In my opinion…
I totally disagree. / I’m afraid, I disagree…

She is getting ready for the shot.
Is the producer working on a new film?

The famous football player is visiting charity organizations for the refugees now.

### Language Skills and Learning Outcomes

#### Listening

E9.5.L1. Students will be able to identify the descriptions of people’s appearances in a recorded text.

#### Pronunciation

E9.5.P1. Students will be able to practice /ŋ / sound.
Eg. Bringing /brıŋıŋ/

#### Speaking

E9.5.S1. Students will be able to compare characteristics of different well-known people by expressing their opinions.
E9.5.S2. Students will be able to describe current actions in pictures.

#### Reading

E9.5.R1. Students will be able to scan a text for specific information.
E9.5.R2. Students will be able to guess the meanings of unknown words from the contexts.

#### Writing

E9.5.W1. Students will be able to write a text comparing characteristics of people by giving their opinions.
E9.5.W2. Students will be able to write a text describing their inspirational character.

### Suggested Materials and Tasks

- TV/Radio/ Podcasts
- Magazine/Newspaper
- Games/Fun
- Comics
- Songs
- Videos
- Poem
- Note Taking
- Fan Letters
- Character Diaries
- Role Play
- Survey on Appearances at School
- Guess Who
- Interview

**DISCUSSION TIME**

**TECH PACK**

**E-PORTFOLIO ENTRY**

**VIDEO BLOG ENTRY**

**ELP Self-Assessment**
**THEME 6: BRIDGING CULTURES**

<table>
<thead>
<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asking about and describing cities</td>
<td><strong>Listening</strong>&lt;br&gt;<strong>E9.6.L1.</strong> Students will be able to detect specific information in public announcements at the airport / train station etc.&lt;br&gt;<strong>E9.6.L2.</strong> Students will be able to identify the most frequently used expressions to order food in a restaurant.</td>
<td>Announcements&lt;br&gt;Newspaper&lt;br&gt;Transportation Schedules&lt;br&gt;Graphics/ Currency Charts</td>
</tr>
</tbody>
</table>
| 2. Identifying cultural differences | **Pronunciation**<br>**E9.6.P1.** Students will be able to differentiate /v/ and /w/ sounds.<br>
*Eg. Very /verı/ well /wel/* | Film<br>Comics<br>Maps<br>Expository Texts<br>Note Taking<br>Role Play<br>Songs<br>Surveying<br>Guessing<br>**DISCUSSION TIME**<br>**TECH PACK**<br>**E-PORTFOLIO ENTRY**<br>**VIDEO BLOG ENTRY** |
| 3. Talking about travel and tourism | **Speaking**<br>**E9.6.S1.** Students will be able to take part in a dialogue about ordering food at a restaurant/cafe.<br>**E9.6.S2.** Students will be able to take part in conversations that can occur while travelling.<br>**E9.6.S3.** Students will be able to use the most frequently used expressions to buy a flight/ bus/train ticket.<br>**E9.6.S4.** Students will be able to talk about some basic cultural differences of places they have visited. | |
| 4. Ordering food | **Reading**<br>**E9.6.R1.** Students will be able to scan short texts describing some famous cities in the world for specific information.<br>**E9.6.R2.** Students will be able to get the main points of the informative texts related to intercultural differences. | |
| Turkish people in general are very hospitable to visitors from other countries.<br>Indian food is spicy, but it’s not the same in Australia.<br>What do you think about the social life in the States?<br>People immigrate to…, because there are many job opportunities. | **Writing**<br>**E9.6.W1.** Students will be able to write a short message to leave at the reception desk for their parents.<br>**E9.6.W2.** Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons. | |
| What is the weather like in…?<br>It is rainy almost everyday in England. | | |
| Do you have any suggestion for me?<br>I suggest you visit the Berlin Museum when you take a trip to Germany.<br>I strongly advise you to visit/eat…in … | | |
| What is the purpose of your visit?<br>Please don’t leave any bags unattended.<br>Flight number TK1987 is now boarding/ has landed. | | |
| -When is the next flight to London?<br>-On Wednesday at 5.30. | | |
| -What would you like to have?<br>-I’d like to have/eat a steak and salad. | | |
| -Would you like to drink something?<br>-Lemonade, please!<br>-What about you, madam? | | |
### 9th Grade

#### THEME 7: WORLD HERITAGE

<table>
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<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Talking about past events</td>
<td><strong>Listening</strong></td>
<td>Making Timeline</td>
</tr>
<tr>
<td>2. Making inquiries</td>
<td><strong>E9.7.L1.</strong> Students will be able to organize information on world heritage in a recorded text/video.</td>
<td>Films</td>
</tr>
<tr>
<td>3. Asking and answering questions in an interview</td>
<td><strong>E9.7.L2.</strong> Students will be able to respond to simple questions/statements in a recorded interview.</td>
<td>Literary Texts (poem, story, etc.)</td>
</tr>
<tr>
<td></td>
<td><strong>Pronunciation</strong></td>
<td>Story Boards</td>
</tr>
<tr>
<td></td>
<td><strong>E9.7.P1.</strong> Students will be able to sound natural producing “-ed” sounds in regular past verbs and the pronunciation of /wəz/ and /wɒz/.</td>
<td>Summary Writing</td>
</tr>
<tr>
<td></td>
<td><strong>Speaking</strong></td>
<td>Oral Retelling</td>
</tr>
<tr>
<td></td>
<td><strong>E9.7.S1.</strong> Students will be able to ask and answer simple questions in an interview about past times and past events.</td>
<td>Jigsaw Puzzle</td>
</tr>
<tr>
<td></td>
<td><strong>E9.7.S2.</strong> Students will be able to give a short simple presentation about an ancient civilization they have searched before.</td>
<td>Compare and Contrast/Narrative Texts</td>
</tr>
<tr>
<td></td>
<td><strong>Reading</strong></td>
<td>Repeating</td>
</tr>
<tr>
<td></td>
<td><strong>E9.7.R1.</strong> Students will be able to ask and answer the questions about a text related to the world heritage.</td>
<td>Role Play</td>
</tr>
<tr>
<td></td>
<td><strong>E9.7.R2.</strong> Students will be able to reorder the events in a short story.</td>
<td>Song/ Chants</td>
</tr>
<tr>
<td></td>
<td><strong>Writing</strong></td>
<td>DISCUSSION TIME</td>
</tr>
<tr>
<td></td>
<td><strong>E9.7.W1.</strong> Students will be able to write a series of sentences about historical places they visited in the past.</td>
<td>TECH PACK</td>
</tr>
</tbody>
</table>

#### Making Timeline
- Films
- Literary Texts (poem, story, etc.)
- Story Boards
- Summary Writing
- Oral Retelling
- Jigsaw Puzzle
- Compare and Contrast/Narrative Texts
- Repeating
- Role Play
- Song/ Chants

#### TECH PACK
- E-PORTFOLIO ENTRY
- VIDEO BLOG ENTRY
### Functions and Useful Language

1. Asking for and giving advice
2. Giving and understanding simple instructions
   in case of emergency
3. Talking about something that has happened recently
4. Expressing obligations and prohibitions

What should I do?
In the event of an earthquake, you should take shelter under a table.
When you get a cut in your hand, you should put a piece of cloth on it.

What causes the flu?
You’d better take a long rest when you catch the flu.

You should see a doctor when you have a high fever.

If/ when someone faints, first of all check if he/she is still breathing, secondly alert medical personnel, and then position the person properly…
- What are your symptoms?
- I’ve got a rash on my hand.
- Have you eaten anything allergic recently?
- Your temperature is normal.
- Open your mouth, please.

I must see a dentist.

You mustn’t smoke in this area.

Workers have to wear their helmets while working in this workplace.

### Language Skills and Learning Outcomes

**Listening**

E9.8.L1. Students will be able to identify the most frequently used expressions about health problems.

**Pronunciation**

E9.8.P1. Students will be able to notice sentence intonation.

_Eg. Where is the nearest hospital? (falling intonation)_

_Is that the new doctor? (rising intonation)_

**Speaking**

E9.8.S1. Students will be able to ask for help from the emergency services in areas of immediate need.

E9.8.S2. Students will be able to ask for and give advice about health problems.

E9.8.S3. Students will be able to express obligations, responsibilities and prohibitions in social life.

**Reading**

E9.8.R1. Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently.

**Writing**

E9.8.W1. Students will be able to prepare posters/leaflet/brochures about safety and health at work.

### Suggested Materials and Tasks

- TV
- Radio
- Newspaper
- Patient Information Leaflets (PILs)
- Songs/Chants
- Expository Texts
- Oral Retelling
- Spoken Presentation
- Advice Columns
- Brochures

**DISCUSSION TIME**

**TECH PACK**

**E-PORTFOLIO ENTRY**

**VIDEO BLOG ENTRY**

**ELP Self-Assessment**
### THEME 9: INVITATIONS AND CELEBRATIONS

<table>
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<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Asking for and giving suggestions</strong></td>
<td><strong>Listening</strong></td>
<td>Games/ Fun</td>
</tr>
<tr>
<td><strong>2. Doing shopping</strong></td>
<td>E9.9.1. Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call.</td>
<td>Invitation Cards</td>
</tr>
<tr>
<td><strong>3. Making requests</strong></td>
<td>E9.9.1.2. Students will be able to recognise the most frequently used expressions related to shopping in a recorded text.</td>
<td>Menus</td>
</tr>
<tr>
<td><strong>4. Talking about future plans</strong></td>
<td><strong>Pronunciation</strong></td>
<td>Songs</td>
</tr>
<tr>
<td><strong>5. Making and answering phone calls</strong></td>
<td>E9.9.P1. Students will be able to practice “yod coalescence”.</td>
<td>Note Taking</td>
</tr>
<tr>
<td><strong>My family is going to throw a birthday party for me tomorrow.</strong></td>
<td><em>(Could you…? Would you …?)</em></td>
<td>Oral Retelling</td>
</tr>
<tr>
<td><strong>Would you like to join us?</strong></td>
<td><strong>Speaking</strong></td>
<td>Singing</td>
</tr>
<tr>
<td><strong>Would you like to join us for iftar this evening?</strong></td>
<td>E9.9.S1. Students will be able to make and respond to suggestions/ requests.</td>
<td>E-mails</td>
</tr>
<tr>
<td><strong>Are you good at cooking?</strong></td>
<td>E9.9.S2. Students will be able to describe future plans and arrangements.</td>
<td>Invitee Lists</td>
</tr>
<tr>
<td><strong>Can you help me?</strong></td>
<td>E9.9.S3. Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping.</td>
<td>Letters</td>
</tr>
<tr>
<td><strong>Have you got any…that I could borrow?</strong></td>
<td><strong>Reading</strong></td>
<td>Telephone Conversations</td>
</tr>
<tr>
<td><strong>Have you got time to prepare some…?</strong></td>
<td>E9.9.R1. Students will be able to find the supporting ideas in a text.</td>
<td>Coupons</td>
</tr>
<tr>
<td><strong>Would you mind making a shopping list for the party?</strong></td>
<td><strong>Writing</strong></td>
<td>Posters</td>
</tr>
<tr>
<td><strong>Do you mind if I use your car?</strong></td>
<td>E9.9.W1. Students will be able to write simple invitation letters.</td>
<td>Tables</td>
</tr>
<tr>
<td><strong>-Let’s go to the cafe, what do you think?</strong></td>
<td><strong>E9.9.W2. Students will be able to write a short paragraph about their future plans.</strong></td>
<td>DISCUSSION TIME</td>
</tr>
<tr>
<td><strong>-Let’s do that! I like that idea.</strong></td>
<td></td>
<td>TECH PACK</td>
</tr>
<tr>
<td><strong>-I’d rather not because…</strong></td>
<td></td>
<td>E-PORTFOLIO ENTRY</td>
</tr>
<tr>
<td><strong>-Let’s keep thinking.</strong></td>
<td></td>
<td>VIDEO BLOG ENTRY</td>
</tr>
<tr>
<td><strong>-Hey George, it is Lisa calling.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-Is Jackson in? / Can I talk to Jackson?</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>-Just a second, I’ll call him.</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>-Can you speak slowly, please?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-Thanks for calling, bye for now!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Remember/don’t forget to do it.</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>How much does this cost?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Can I have a kilo of grapes?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-Do you have any …? / I’m looking for a….</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-No, we don’t sell them.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-How will you pay?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-I’ll pay in cash/by credit card.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Making predictions about the future
2. Asking for and giving opinion (agreement, disagreement, etc…)
3. Interrupting someone in a conversation
4. Gaining time in a conversation

- What do you think…?/ What is your idea …?
- I think/In my opinion/ To me, we won’t use television in the near future, because…
- I don’t think so/ No chance! / Never in a million years!

That’s for sure! / Absolutely! / I guess so!
I’m not so sure about it.
I couldn’t agree more. / No way!
I’d say exactly the opposite.
No, I’m not so sure about that.
That’s not always the case.

I think there is no point in sharing private photos in social media. You shouldn’t rely on all the news available on the net.

I prefer watching quiz shows to talent shows.
No doubt about it.
You have a point there.
I was just going to say that.
Do you have anything to say about this?
Can I add something here? / If I might add something
Sorry to interrupt you.
Well/ so/ anyway/ let me think/ let me see/ you know/ like/ umm/ I mean.

**FUNCTIONS AND USEFUL LANGUAGE**

**LISTENING**
E9.10.L1. Students will be able to put the events in a TV broadcast in order.

**PRONUNCIATION**
E9.10.P1. Students will be able to practice /d/ and /ð/ sounds.
Eg. Day /deɪ/ They /ðeɪ /

**SPEAKING**
E9.10.S1. Students will be able to make predictions about the future.
E9.10.S2. Students will be able to agree or disagree with others by giving their opinions.
E9.10.S3. Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.

**READING**
E9.10.R1. Students will be able to skim short and simple texts to draw a conclusion in terms of social media.

**WRITING**
E9.10.W1. Students will be able to write a comment on a topic via social media.

**SUGGESTED MATERIALS AND TASKS**

TV/Podcasts
Magazine/Newspapers
Brochures
Print Media
Comics
Internet Websites
Graphics/Charts
Poems
Jigsaw Puzzle
Note Taking
Summary Writing
Spoken Presentation
Simple Discussion
Poster
Advertisements
Persuasive Essays
Cause and Effect Essays
DISCUSSION TIME
TECH PACK
E-PORTFOLIO ENTRY
VIDEO BLOG ENTRY
ELP Self-Assessment
10th Grade

ORTAÖĞRETİM İNGİLİZCE DERSİ 10. SINIF ÖĞRETİM PROGRAMI (CEFR “A2+, B1” SEVİYELERİ)


A2+ (Temel Düzey Kullanıcı)


B1 (Bağımsız Kullanıcı)

### 10th Grade

#### THEME 1: SCHOOL LIFE

<table>
<thead>
<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
</table>
| **1. Exchanging personal information in both formal and informal language**  
2. Taking part in a conversation in everyday life situations | **Listening**  
E10.1.L1. Students will be able to identify expressions related to school/everyday life and free time activities  
**Pronunciation**  
E10.1.P1. Students will be able to practice intonation in asking and answering questions in daily conversations.  
Eg. What does your father do? (falling intonation)  
Are you thirsty? (rising intonation)  
**Speaking**  
E10.1.S1. Students will be able to introduce themselves and others individually/in pairs or small groups.  
E10.1.S2. Students will be able to exchange personal information in both formal and informal situations.  
**Reading**  
E10.1.R1. Students will be able to diagrammatize a text about everyday life into a graphic organizer.  
**Writing**  
E10.1.W1. Students will be able to describe themselves, their family and their habits in a short descriptive paragraph with the help of cues and/or guiding questions. | Movies  
Realia  
Surveys  
Class Profile Posters  
Short Reading Texts  
Information Gap Activities  
Roleplays  
Miming and Acting Songs  
Communicative Games |

**IDIOMS/PROVERBS OF THE WEEK**

**DISCUSSION TIME**

**TECH PACK**

**E-PORTFOLIO ENTRY**

**VIDEO BLOG ENTRY**

**ELP Self-Assessment**
### THEME 2: PLANS

#### Functions and Useful Language

1. Describing future plans and arrangements
2. Expressing one’s ideas in unplanned situations
3. Making oral presentations on a planned topic

- I am going to fly to New York this summer. I’ve already bought my ticket.
- When are you going to take the exam?
  - A: Are you coming to the movie this afternoon?
  - B: I’m afraid I can’t. I’m meeting with my friends at the café.
  - A: And you? Are you free this afternoon?
  - A: I won’t be in Erzurum for some time.
  - B: When will I see you again?
  - A: My family and I are going to come back in September.
- A: Susan is looking for you.
- B: Ok. I’ll see her in the classroom.
- We should leave the house now. Our bus leaves at 8:30 a.m. and we have 15 minutes to catch it.
- I think I’ll be a teacher in 10 years from now.
- I’m sure you’ll be very rich one day.
- He is having a job interview on Monday.
- Let’s do a project together.
- I’d love to but I am going to help Ali with his homework.
- I always keep my promise.

#### Language Skills and Learning Outcomes

**Listening**
**E10.2.L1.** Students will be able to catch the details of future plans and arrangements in a recorded text/video.

**Pronunciation**
**E10.2.P1.** Students will be able to practice intonation in asking and answering questions in daily conversations.

_Eg._

*Are you coming to the movie? (rising intonation)*

*I’m afraid I can’t. (rising intonation)*

**Speaking**
**E10.2.S1.** Students will be able to talk about their own plans for the future.
**E10.2.S2.** Students will be able to express their ideas in unplanned situations.

**Reading**
**E10.2.R1.** Students will be able to identify specific information about people’s future plans and arrangements in a text.
**E10.2.R2.** Students will be able to skim a text to draw a conclusion.

**Writing**
**E10.2.W1.** Students will be able to write an opinion paragraph about their plans.

#### Suggested Materials and Tasks

- Movies Daily/Weekly/Monthly Planners
  - Surveys
  - Interviews
- Short Oral Presentations
  - Roleplays
  - Shopping Lists
- Group Problem Solving
  - Activities
  - Songs
- Communicative Games

**IDIOMS/PROVERBS OF THE WEEK**

**DISCUSSION TIME**

**TECH PACK**

**E-PORTFOLIO ENTRY**

**VIDEO BLOG ENTRY**
# THEME 3: LEGENDARY FIGURE

## Functions and Useful Language

1. Describing past activities and events
2. Talking about sequential actions
3. Describing characters and settings in an event in the past

- First, there was a sudden noise…
- When the film ended, I was crying.
- While he was riding in the forest, he felt something strange behind his shoulders. He immediately stopped his horse and looked around. He saw a...
- I finished school two years ago.
- I ran into a friend while I was walking to school.
- Yesterday morning I got up. First, I brushed my teeth. Then I had breakfast. I drank my coffee. Finally, I left the house at 8:00 a.m.
- yesterday, yesterday evening, two hours ago, in 1998, last weekend, last summer, last Friday.

## Language Skills and Learning Outcomes

### Listening

**E10.3.L1.** Students will be able to put the events in the correct order by listening to a story.

### Pronunciation

**E10.3.P1.** Students will be able to practice uttering “–ed” sounds in V2.

_E.g._ Wanted /wɒntɪd/    injured /ɪndʒərd/

### Speaking

**E10.3.S1.** Students will be able to act out a story as a legendary figure.

**E10.3.S2.** Students will be able to retell a story by describing characters and places.

**E10.3.S3.** Students will be able to talk about a historical legendary figure in Turkish history.

### Reading

**E10.3.R1.** Students will be able to scan a short story to fill in the timelines with events and dates.

**E10.3.R2.** Students will be able to answer the questions about past events given in a reading text.

### Writing

**E10.3.W1.** Students will be able to write the end of a given unfinished story.

## Suggested Materials and Tasks

- **Movies**
- **Short texts**
- **Scanning and Filling in Charts**
- **Roleplays**
- **Drama (Plays)**
- **Cue-cards**
- **Picture Strips**
- **Writing an Alternative Ending to a Story/Short Story/Collaborative Story**
- **Writing Movie**
- **Review Songs**
- **Communicative Games**

**IDIOMS/PROVERBS OF THE WEEK**

**DISCUSSION TIME**

**TECH PACK**

**E-PORTFOLIO ENTRY**

**VIDEO BLOG ENTRY**

**ELP Self-Assessment**
### THEME 4: TRADITIONS

<table>
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<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describing habits and routines in the past</td>
<td><strong>Listening</strong>&lt;br&gt;E10.4.L1. Students will be able to locate specific information about traditions in charts by watching short documentaries.</td>
<td>Documentaries&lt;br&gt;Scanning and Matching Headings with Paragraphs&lt;br&gt;Pictures of a City in Turkey... Years Ago and Now&lt;br&gt;Short Reading Texts&lt;br&gt;Completing Time Lines with Events and Dates&lt;br&gt;Descriptive Paragraphs&lt;br&gt;Oral Presentations&lt;br&gt;Posters of Past and Present&lt;br&gt;Collaborative Story Writing&lt;br&gt;Songs&lt;br&gt;Communicative Games</td>
</tr>
<tr>
<td>2. Making oral presentations on a specific topic</td>
<td><strong>Pronunciation</strong>&lt;br&gt;E10.4.P1. Students will be able to practice /t/ and /Ø/ sounds. Eg. three /θriː/ tree /triː/</td>
<td><strong>Speaking</strong>&lt;br&gt;E10.4.S1. Students will be able to deliver a short speech using visuals on traditions.&lt;br&gt;E10.4.S2. Students will be able to talk about several things they used to do when they were children.</td>
</tr>
<tr>
<td></td>
<td><strong>Reading</strong>&lt;br&gt;E10.4.R1. Students will be able to answer the questions about short texts on social, educational, and technological lives of people in the past around the world.&lt;br&gt;E10.4.R2. Students will be able to identify the differences between the lifestyles and customs of people in the past and the ones in the 21st century in a written text.</td>
<td><strong>Writing</strong>&lt;br&gt;E10.4.W1. Students will be able to write a short paragraph of comparing traditions around the world.&lt;br&gt;E10.4.W2. Students will be able to write the things they used to do when they were children.</td>
</tr>
<tr>
<td></td>
<td><strong>Descriptive Paragraphs</strong>&lt;br&gt;<strong>Oral Presentations</strong>&lt;br&gt;<strong>Posters of Past and Present</strong>&lt;br&gt;<strong>Collaborative Story Writing</strong>&lt;br&gt;<strong>Songs</strong>&lt;br&gt;<strong>Communicative Games</strong></td>
<td><strong>IDIOMS/PROVERBS OF THE WEEK</strong>&lt;br&gt;<strong>DISCUSSION TIME</strong>&lt;br&gt;<strong>TECH PACK</strong>&lt;br&gt;<strong>E-PORTFOLIO ENTRY</strong>&lt;br&gt;<strong>VIDEO BLOG ENTRY</strong></td>
</tr>
</tbody>
</table>

People used to watch the shadow plays.

In Western Cultures, people wear shoes at home, but in Eastern cultures, they take off their shoes when entering a house.

People used to dispell all the bad spirits with fire but now they use fireworks for celebrations.

People did not use to have personal computers.

We used to live in a small town when I was young, but now we live in a big city.

I used to play with my dolls when I was a kid.

She used to carry her blanket with her when she was a child.

I didn’t use to go to school on foot when I was at primary school.

There didn’t use to be any traffic jam in the main streets of this city 50 years ago.

Ahi Evran used to recommend the members of Ahi Foundation to be honest while trading.

The Ottoman Sultans used to build foundations for charity.
**THEME 5: TRAVEL**

<table>
<thead>
<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
</table>
| 1. Talking about past and present events/experiences  
2. Booking  
3. Exchanging ideas and plans  
4. Asking for approvals and/or confirmations  
- Where have you been?  
- Have you ever…? I have visited…  
- Did you like it there?  
- It is the most beautiful scenery I've ever seen. It's really worth seeing.  
I have just tidied my room.  
- Have you finished your final report?  
- Yes, I’ve just finished it.  
- Which places should I visit?  
- You should visit …  
How can I go to the…?  
I’d like to book a room, please.  
Pardon?  
Sorry, did you say…? You asked for a double room, didn’t you?  
You aren’t travelling alone, are you?  
- Which countries have you visited so far?  
- I’ve visited…  
- Which one did you like most?  
- I liked …  
I have read ‘The Turkish Embassy Letters’ by Lady Montagu.  
Listening  
E10.5.L1. Students will be able to list phrases for booking in a recorded text.  
Pronunciation  
E10.5.P1. Students will be able to practice intonation in question tags (both rising and falling).  
*Eg. You aren’t travelling alone, are you? (falling/rising intonation)*  
Speaking  
E10.5.S1. Students will be able to ask and answer about their own and other people's travel experiences.  
E10.5.S2. Students will be able to book a room at a hotel/ a table in a restaurant etc.  
E10.5.S3. Students will be able to confirm information during a conversation.  
E10.5.S4. Students will be able to take part in a dialogue in a group to make a travel plan.  
Reading  
E10.5.R1. Students will be able to make use of written instructions in order to draw a route.  
E10.5.R2. Students will be able to classify different vacation types in a reading passage.  
Writing  
E10.5.W1. Students will be able to write an e-mail to a friend about their holiday experiences.  
E10.5.W2. Students will be able to prepare a travel guide of a city they have visited.  
Movies  
Maps (city and country)  
Realia  
Information-gap  
Currencies  
Announcements  
Phone Conversations  
Flight schedule screens  
Surveys  
Roleplays  
Problem Solving Activities  
Websites  
Brochures  
Writing Postcards  
Songs  
Communicative Games  
IDIOMS/PROVERBS OF THE WEEK  
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### THEME 6: HELPFUL TIPS

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<th>Language Skills and Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1. Giving and receiving advice</td>
<td>Listening E10.6.L1. Students will be able to analyze the situation and the phrases related to giving and receiving advice.</td>
<td></td>
</tr>
<tr>
<td>2. Talking about rules and regulations</td>
<td>Pronunciation E10.6.P1. Students will be able to practice intonation in advice structures. Eg. You should see a doctor. (rising intonation)</td>
<td></td>
</tr>
<tr>
<td>3. Talking about consequences</td>
<td>Speaking E10.6.S1. Students will be able to talk about the consequences of wasting energy sources. E10.6.S2. Students will be able to talk about household chores they are responsible for.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading E10.6.R1. Students will be able to identify the advice, rules and regulations in a text. E10.6.R2. Students will be able to make use of contextual clues to infer the possible consequences about helpful tips.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing E10.6.W1. Students will be able to write a paragraph about possible consequences when they don’t obey the rules. E10.6.W2. Students will be able to write an advice letter about youth problems.</td>
<td></td>
</tr>
</tbody>
</table>

You can remove a stain with baking soda.

If you have a toothache, you should see a dentist.

Excuse me, can you tell me where I can buy …?

In my opinion, you should visit the patients and your relatives.

Can you buy some…?

If you are good at solving problems, you could be an executive.

You must study hard for the exam if you want to get a higher grade.

You should visit the company website and learn more about the firm before making a final decision.

Could you please give me a hand?

If we don’t use the energy sources wisely, the Earth will …

If you want a clean and healthy world, you should….

Movies Signs
Realia
Online or Offline Magazines
Advice
Jigsaw Readings
Scanning and Matching Solutions with Problems
Roleplays
Reading and Acting out Dialogues
Songs
Communicative Games

**IDIOMS/PROVERBS OF THE WEEK**

**DISCUSSION TIME**

**TECH PACK**

**E-PORTFOLIO ENTRY**

**VIDEO BLOG ENTRY**
1. Talking about national and international festivals
2. Describing actions and processes

I’m interested in… I wonder how…

Chocolate Festival is held in Amsterdam every October. Antalya International Film Festival is organized in Turkey every October.

Every street, building and house is decorated with red during the celebrations of Chinese New Year.

Two religious festivals (Ramadan/Eid al Fitr and Sacrifice Feast/Eid-al-Adha) are celebrated in Turkey every year.

Family members visit each other to improve relationships.

First, the peppers are sliced into small pieces. Later on the eggs are broken into a bowl. The stove is turned on/ The oven is heated…. The pan is heated and … the table is set.

If you want to design your own digital story, first you should…

<table>
<thead>
<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
</table>
| 1. Talking about national and international festivals | Listening  
E10.7.L1. Students will be able to order the steps of a process given in a TV Show.  
Pronunciation  
E10.7.P1. Students will be able to practice the pronunciation of problematic words for Turkish learners of English (answer, determine, examine, whole, foreign, career, etc).  
Speaking  
E10.7.S1. Students will be able to take part in a dialogue about introducing national and international festivals.  
E10.7.S2. Students will be able to describe the steps of a process related to national and international festivals.  
Reading  
E10.7.R1. Students will be able to evaluate a text to classify various cuisines around the world.  
E10.7.R2. Students will be able to diagrammatize a text about different festivals all around the world.  
Writing  
E10.7.W1. Students will be able to write a process paragraph/blog about their favourite festival. | Movies on Describing the Steps on How to Carry out a Simple Task  
Recipes  
Realia  
Short Reading Texts on Processes  
Putting Pictures/Sentences in Order  
Group Blogs  
Oral Presentations  
Roleplays  
Songs |

IDIOMS/PROVERBS OF THE WEEK  
DISCUSSION TIME  
TECH PACK  
E-PORTFOLIO ENTRY  
VIDEO BLOG ENTRY
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<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
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</table>
| 1. Stating personal opinions in everyday conversations | **Listening**  
E10.8.L1. Students will be able to identify detailed information from podcasts in English.  
E10.8.L2. Students will be able to determine personal opinions about technology in a video/recorded text. | Movies  
E-poster Generators  
Podcasts |
| 2. Stating preferences | **Pronunciation**  
E10.8.P1. Students will be able to practice /w/ and /v/ sounds.  
Eg. Wide /wäd/  very /verı/ | Online Animation Makers  
Online Survey Generators  
Movie Makers |
| 3. Stating causes and effects | **Speaking**  
E10.8.S1. Students will be able to make comments on innovations by stating causes and effects.  
E10.8.S2. Students will be able to talk about their preferences in technological devices. | E-posters/E-picture Galleries  
Class Blogs  
Sample Blogs (online or offline)  
Sample Emails  
Roleplays |
| 4. Giving an extended description and detailed information about people/places/events | **Reading**  
E10.8.R1. Students will be able to scan a text about the evolution of technology for specific information.  
E10.8.R2. Students will be able to evaluate the effects of social media in a written text to draw conclusions. | Online Tele-Conversations and Recordings  
Debate  
Songs |
| **Writing**  
E10.8.W1. Students will be able to write a cause and effect paragraph about the importance of netiquette.  
E10.8.W2. Students will be able to write an online-digital collaborative story. | **IDIOMS/PROVERBS OF THE WEEK**  
**DISCUSSION TIME**  
**TECH PACK**  
**E-PORTFOLIO ENTRY**  
**VIDEO BLOG ENTRY**  
**ELP Self-Assessment** |

I prefer tablets over notebooks to read online because…  
I believe social media will be more important in the future, so everyone should have basic computer skills.  
My cousin Gary, who is only 14 years old, can design his own tablet applications.  
1991 is the year when WWW became available for everyone.  
I think, I believe because, so, therefore  
I prefer…  
I’d rather…  
She is my digital friend who has the coolest avatar.  
I watched a documentary which was about technology and the use of social media.
THEME 9: MODERN HEROES AND HEROINES

<table>
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<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Talking about imaginary situations</td>
<td><strong>Listening</strong>&lt;br&gt;E10.9.L1. Students will be able to recognize the phrases related to imaginary situations in a recorded text.&lt;br&gt;E10.9.L2. Students will be able to make use of contextual clues to infer meanings of unfamiliar words from a video about cartoons and superheroes/heroines.</td>
<td>Movies&lt;br&gt;Brainstorming&lt;br&gt;Charts&lt;br&gt;Discussion of Pictures&lt;br&gt;Cartoons&lt;br&gt;Picture clues&lt;br&gt;Reading short texts&lt;br&gt;Roleplays&lt;br&gt;Writing Short paragraphs&lt;br&gt;Songs&lt;br&gt;Communicative Games</td>
</tr>
<tr>
<td>2. Expressing wishes</td>
<td><strong>Pronunciation</strong>&lt;br&gt;E10.9.P1. Students will be able to practice the contraction of “I would”&lt;br&gt;( I’d /\text{aid}/ )</td>
<td></td>
</tr>
<tr>
<td>3. Guessing meaning from the context</td>
<td><strong>Speaking</strong>&lt;br&gt;E10.9.S1. Students will be able to talk about their personal hero (who he/she is and why he/she is their hero/heroine).&lt;br&gt;E10.9.S2. Students will be able to talk about what they would do if they were a hero/ine).</td>
<td></td>
</tr>
<tr>
<td>If I were a hero, my superpowers would be…</td>
<td><strong>Reading</strong>&lt;br&gt;E10.9.R1. Students will be able to guess the meaning of unfamiliar vocabulary using contextual clues from a text about modern heroes and heroines.&lt;br&gt;E10.9.R2. Students will be able to interpret a text to identify the author’s wishes.</td>
<td></td>
</tr>
<tr>
<td>If I were a hero, I would help other people.&lt;br&gt;If I had superpowers, I would…&lt;br&gt;If I were invisible, I would…&lt;br&gt;If I were rich, I’d buy …&lt;br&gt;If I were you, I’d tell the truth.&lt;br&gt;I wish I could fly.</td>
<td><strong>Writing</strong>&lt;br&gt;E10.9.W1. Students will be able to write a paragraph imagining themselves as a hero/heroine.</td>
<td></td>
</tr>
<tr>
<td>“My hero is… because…”&lt;br&gt;Aziz Sancar is our national modern hero because…&lt;br&gt;I think Canan Dağdeviren is a modern heroine because…&lt;br&gt;Kenan Sofuoğlu is the most successful World Supersport rider of all time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He wishes he had some free time.&lt;br&gt;I wish you were here.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IDIOMS/PROVERBS OF THE WEEK

DISCUSSION TIME
TECH PACK
E-PORTFOLIO ENTRY
VIDEO BLOG ENTRY
### THEME 10: SHOPPING

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<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
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</thead>
<tbody>
<tr>
<td>1. Making comparisons</td>
<td>Listening</td>
<td>Movies</td>
</tr>
<tr>
<td>2. Talking about different kinds of clothing and shopping</td>
<td>E10.10.L1. Students will be able to categorize the descriptive vocabulary related to objects and people in a recorded text.</td>
<td>Pictures of Animals, People, and Places to Compare and Contrast</td>
</tr>
<tr>
<td>3. Describing objects, and people</td>
<td>E10.10.L2. Students will be able to fill in the blanks in a recorded dialogue in a clothes shop.</td>
<td>Realia</td>
</tr>
<tr>
<td></td>
<td>Pronunciation</td>
<td>Product Catalogues and Advertisements</td>
</tr>
<tr>
<td></td>
<td>E10.10.P1. Students will be able to practice intonation in comparative and superlative structures.</td>
<td>Roleplays</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td>Group Problem Solving Activities</td>
</tr>
<tr>
<td></td>
<td>E10.10.S1. Students will be able to compare clothes by using key words and phrases related to shopping.</td>
<td>Songs</td>
</tr>
<tr>
<td></td>
<td>E10.10.S2. Students will be able to act out a dialogue in clothes shop.</td>
<td>Communicative Games</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>IDIOMS/PROVERBS OF THE WEEK</td>
</tr>
<tr>
<td></td>
<td>E10.10.R1. Students will be able to answer comprehension questions of a text on clothing in different cultures.</td>
<td>DISCUSSION TIME</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>TECH PACK</td>
</tr>
<tr>
<td></td>
<td>E10.10.W1. Students will be able to prepare a blog about new trends on technology/architecture/fashion etc…</td>
<td>E-PORTFOLIO ENTRY</td>
</tr>
<tr>
<td></td>
<td>E10.10.W2. Students will be able to write an informative paragraph about prices and characteristics of a type of a product in order to compare their preferences.</td>
<td>VIDEO BLOG ENTRY</td>
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<tr>
<td></td>
<td></td>
<td>ELP Self-Assessment</td>
</tr>
</tbody>
</table>

1. The blue shirt is cheaper than the red one. The white shirt is the cheapest.
2. Which one is more expensive? Which is the cheapest one?
3. -Do you have a larger size? -I want a smaller size shirt, please.
4. I think the blue headscarf is nicer. I think this dress is much more stylish than the blue one.
5. The biggest shopping mall in the world is….
6. There are several choices for product X. You can buy a smaller one for … TL.
7. It’s available in corner shops or online shopping sites (at lower prices).
8. You shouldn’t spend more than you earn.
9. Repairing your laptop is cheaper than buying a new one.
11. Sinif İngilizce Dersi Öğretim Programı

ORTAÖĞRETİM İNGİLİZCE DERSİ 11. SINIF ÖĞRETİM PROGRAMI (CEFR “B1+, B2” SEVİYELERİ)

On birinci sınıf İngilizce dersi öğretim programı Avrupa Dilleri Öğretimi Ortak Çerçeve Programında (ADÖÇP) açıklanan B1+ ve B2 seviyelerine denk gelmektedir. 11. sınıfta yabancı dil eğitimi gören bir ortaöğretim öğrencisi, bu eğitim yoluya yabancı kültür ve toplumlar hakkındaki anlayışını pekiştirir, böylece kendi kültür ve diğer kültürler arasındaki ayrımları yordayabilir. Dil örutümleri, sözcük bilgisi, biçim bilgisi, sözdizim yapıları ve metinlerin organizasyonu hakkındaki bilgilerini geliştiren öğrenci İngilizceyi yaratıcı ve eleştirel bir şekilde kullanabilir. Öğrenci dil ve kültürü araştırarak konuşma, dinleme, okuma ve yazma becerilerini geliştirmenin yanı sıra kendini bağımsız ve akıcı bir dil kullanıcısı yapacak becerileri kazanır. İngilizce programının bu seviyedeaki amaçlarından bazıları öğrencilerin hedef dili konuşan ülkelerin kültür değerlerini tanımalarına ve ayırt etmelerine olanak tanımak, kendi kültürlerinin ve diğer kültürlerin değerlerini fark ederek farklı olana saygı göstermelerini sağlamak ve diğer kültürleri öğrenmeleri ile kendini kültürünü başka kültürlerdeki insanlara aktarmada akıcı iletişim becerilerine sahip olmalarına yardımcı olmaktadır. Bunlara ek olarak 11. sınıf İngilizce programı öğrencilerin İngilizce kullanarak kendilerini ifade etme, başkalarıyla iş birliği yapma ve birlikte problem çözme becerilerini geliştirmek hedeflenmektedir.

B1 (Bağımsız Kullanıcı)


B2 (Bağımsız Kullanıcı)

**11th Grade**

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### THEME 1: FUTURE JOBS

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</thead>
<tbody>
<tr>
<td>1. Making plans and predictions</td>
<td><strong>Listening</strong>&lt;br&gt;<strong>E11.1.L1.</strong> Students will be able to detect factual information about job related topics in a recorded text. &lt;br&gt;<strong>Pronunciation</strong>&lt;br&gt;<strong>E11.1.P1.</strong> Students will be able to practice contraction of “will” and “am/is/are, going to” in positive and negative sentences.</td>
<td>Videos of Job Interviews&lt;br&gt;Job Ads&lt;br&gt;Job Application Forms&lt;br&gt;CV Samples&lt;br&gt;Time-tables&lt;br&gt;Job Interviews&lt;br&gt;Communicative Games&lt;br&gt;Information Gap Activities</td>
</tr>
<tr>
<td>2. Making an appointment</td>
<td><strong>Speaking</strong>&lt;br&gt;<strong>E11.1.S1.</strong> Students will be able to talk about future plans and predictions.&lt;br&gt;<strong>E11.1.S2.</strong> Students will be able to make an appointment on the phone.</td>
<td><strong>Reading</strong>&lt;br&gt;<strong>E11.1.R1.</strong> Students will be able to analyze different job ads from newspapers/websites to match them with CVs.&lt;br&gt;<strong>E11.1.R2.</strong> Students will be able to find the main idea of a text on successful entrepreneurs of the 21st century.</td>
</tr>
<tr>
<td>3. Talking on the phone</td>
<td><strong>Writing</strong>&lt;br&gt;<strong>E11.1.W1.</strong> Students will be able to write CVs/Letters of intent for different job applications.</td>
<td><strong>IDIOMS/PROVERBS OF THE WEEK</strong>&lt;br&gt;<strong>DISCUSSION TIME</strong>&lt;br&gt;<strong>TECH PACK</strong>&lt;br&gt;<strong>E-PORTFOLIO ENTRY</strong>&lt;br&gt;<strong>VIDEO BLOG ENTRY</strong>&lt;br&gt;<strong>ELP Self-Assessment</strong></td>
</tr>
</tbody>
</table>

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Some students are going to be teachers, some are going to be doctors and some are going to be fashion designers.

**What are you going to do in your future career?**

I’m going to study bio-genetic engineering.

I guess I’ll study mechatronics engineering.

Is five o’clock tomorrow a good time for you?

Can we meet at three o’clock?

-Is it possible for you to see me next week for a short meeting?
  -Yes, sure.
  -I’m afraid I’ll be in another meeting.

I am free after nine a.m.

“No wind favors he who has no destined port.”

Michel de Montaigne
### Theme 2: Hobbies and Skills

<table>
<thead>
<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
</table>
| 1. Expressing likes, dislikes and interests | **Listening**
E11.2.L1. Students will be able to build relationships between the conversations in a recorded text and pictures about the people’s likes, dislikes, interests and preferences. | Movies
Posters
Dialogues
Interviews
Surveys |
| 2. Expressing preferences | **Pronunciation**
E11.2.P1. Students will be able to pronounce plural and third person “-s” sounds. Eg. *drıňks* /drıŋks/ *sıŋz* /wıʃız/ | Pictures on fashion/pets/cuisines/sports |
| 3. Talking about present and past abilities | **Speaking**
E11.2.S1. Students will be able to take part in a dialogue about likes dislikes, interests and preferences.
E11.2.S2. Students will be able to ask and answer questions about their present and past abilities. | IDIOMS/PROVERBS OF THE WEEK |
| I enjoy hanging out with my friends. | **Reading**
E11.2.R1. Students will be able to identify lexis and expressions related to past abilities in a text.
E11.2.R2. Students will be able to paraphrase information in a text about people’s choices. | DISCUSSION TIME |
| I am good at computer skills. | **Writing**
E11.2.W1. Students will be able to write a paragraph about their interests and abilities. | TECH PACK |
| I want to learn how to play chess. | | E-PORTFOLIO ENTRY |
| I am good at… She is gifted in... | | VIDEO BLOG ENTRY |
| I am good at fixing things such as toys and gadgets. | | |
| **How about you?**
**Do you also...?** | | |
| **Do you want to specialize in Turkish Calligraphy Art?** | | |
| **I am keen on helping the poor in my neighbourhood and all over the world.** | | |
| **What I like most is to spend time with my friends and relatives.** | | |
| **Stephan Hawking could walk when he was young.** | | |
| **I’d rather buy a sports car than a sedan.** | | |

**Listening**
E11.2.L1. Students will be able to build relationships between the conversations in a recorded text and pictures about the people’s likes, dislikes, interests and preferences.

**Pronunciation**
E11.2.P1. Students will be able to pronounce plural and third person “-s” sounds. Eg. *drıňks* /drıŋks/ *sıŋz* /wıʃız/

**Speaking**
E11.2.S1. Students will be able to take part in a dialogue about likes dislikes, interests and preferences.
E11.2.S2. Students will be able to ask and answer questions about their present and past abilities.

**Reading**
E11.2.R1. Students will be able to identify lexis and expressions related to past abilities in a text.
E11.2.R2. Students will be able to paraphrase information in a text about people’s choices.

**Writing**
E11.2.W1. Students will be able to write a paragraph about their interests and abilities.
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### THEME 3: HARD TIMES

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</tr>
</thead>
</table>
| 1. Describing events happening at the same time in the past  
2. Explaining people's habits in the past | **Listening**  
E11.3.1.1. Students will be able to recognize vocabulary indicating the sequence of events in a recorded text/video.  
E11.3.1.2. Students will be able to identify the events happening at the same time in the past in a recorded text/video.  
**Pronunciation**  
E11.3.P1. Students will be able to differentiate between rising and falling intonation.  
Eg. It rained every day in the first week. (falling and rising intonation)  
**Speaking**  
E11.3.S1. Students will be able to talk about past habits.  
E11.3.S2. Students will be able to talk about a personal experience in the past.  
**Reading**  
E11.3.R1. Students will be able to answer the questions about a text on people’s habits and experiences in the past.  
E11.3.R2. Students will be able to analyze a short story (plot, setting, climax, characters etc.) to summarize it.  
E11.3.R3. Students will be able to identify thesis statement, topic sentences, supporting points and examples in a given sample essay about a challenge.  
**Writing**  
E11.3.W1. Students will be able to complete the missing parts of a short story with their own words. | **Posters**  
Age-appropriate literature such as myths, stories, rhymes  
**English Monolingual Dictionaries**  
**Roleplay**  
**Conversations**  
**Surveys**  
**Survey Reports**  
**Interviews**  
**Communicative Games**  
**Information Gap Activities**  
**Songs** |

As there was no electricity, people used to use candles at home.

A couple of decades ago, people used to wash their clothes in river.

My brother was riding his bike when he broke his leg.

As/While I was driving in India a few years ago, I found myself in the tiger area.

When my grandparents were young, there were no mobile phones.

**IDIOMS/PROVERBS OF THE WEEK**

**DISCUSSION TIME**

**TECH PACK**

**E-PORTFOLIO ENTRY**

**VIDEO BLOG ENTRY**

**ELP Self-Assessment**
### Grade 11

#### THEME 4: WHAT A LIFE

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<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
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<tbody>
<tr>
<td>1. Describing places, people, and events in the past</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ordering events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Talking about personal experiences in the past</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Listening  
**E11.4.L1.** Students will be able to identify expressions related to ordering past events in a recorded text.  
**E11.4.L2.** Students will be able to put the past events in order in a recorded text/video. |
| Pronunciation  
**E11.4.P1.** Students will be able to practice pronunciation of *ed* sounds-following voiced and unvoiced consonant sounds and following /t/-/d/ sounds.  
*Eg. Wanted /wontad/  injured /indʒərd/ |
| Speaking  
**E11.4.S1.** Students will be able to share their personal experiences in the past.  
**E11.4.S2.** Students will be able to describe places, people and events in the past. |
| Reading  
**E11.4.R1.** Students will be able to order the events in the biography of a famous person/inventor/scientist/celebrity. |
| Writing  
**E11.4.W1.** Students will be able to write an essay about a well-known figure from Turkish history. |

---

Before he gained his fame in art, Mimar Sinan had built many masterpieces all around the empire.

After I had graduated from high school, I entered the university.

When I went home, she was cooking dinner.

He got married at the age of fifty and had five children.

Before the Independence War started, Turkish people had had a hard life.

Alija Izetbegovic became the first president of the Bosnia-Herzegovina.
<table>
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<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
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</thead>
</table>
| 1. Expressing wishes and regrets for past events | Listening  
E11.5.L1. Students will be able to identify expressions related to unreal past events in a recorded text.  
E11.5.L2. Students will be able to determine relevant or/and irrelevant information in a recorded text/video about wishes and regrets.  
| Pronunciation  
E11.5.P1. Students will be able to practice contraction of had/would.  
E.g. I’d: I had/I would  
| Speaking  
E11.5.S1. Students will be able to talk about their regrets and wishes about past events.  
E11.5.S2. Students will be able to ask and answer questions about unreal past events.  
| Reading  
E11.5.R1. Students will be able to analyze a text to distinguish the expressions used to express wishes, regrets and unreal past.  
| Writing  
E11.5.W1. Students will be able to write their opinions and regrets according to #Iwish.  
| 2. Talking about unreal past events |  | Letters  
|  | E-mails  
|  | Online Chat  
|  | Roleplays  
|  | Historical and Cultural Figures  
|  | Communicative Games  
|  | Information Gap Activities Songs  
|  | IDIOMS/PROVERBS OF THE WEEK  
|  | DISCUSSION TIME  
|  | TECH PACK  
|  | E-PORTFOLIO ENTRY  
|  | VIDEO BLOG ENTRY  
|  | ELP Self-Assessment  

If I had been more hardworking during my high school years, I could have studied at a better university.  
If he hadn’t been addicted to alcohol, he wouldn’t have lost his family.  
I wish I hadn’t had an accident.  
I wish you had seen Dr. Green.  
I wish you hadn’t moved to another city.  
I wish I had helped my friend study for his exams.
### 11th Grade

#### THEME 6: OPEN YOUR HEART

<table>
<thead>
<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
</table>
| 1. Expressing degrees of certainty in the past | **Listening**
E11.6.I.1. Students will be able to find out the speakers’ moods and purposes (deduction or criticism) by using the contextual clues in a recorded text or video. | - Movies
- Short Stories
- Matching
- Criticism with Suggestions |
| 2. Expressing the criticism for the events in the past | **Pronunciation**
E11.6.P1. Students will be able to practice the pronunciation of “contraction in past modals”.
Eg. could have – could’ve | - Personal Diary Entry
- Reflective Paragraphs
- Advice Columns |
| You should have done your homework. | **Speaking**
E11.6.S1. Students will be able to criticize an action in the past.
E11.6.S2. Students will be able to express their inferences from the results of events in the past. | - Call Center Dialogues
- Roleplays
- Dialogues |
| I could have studied more for the exam. | **Reading**
E11.6.R1. Students will be able to draw conclusions for the past events in a text. | - Self-evaluation Checklists |
| They could’ve been nicer to the new student. | **Writing**
E11.6.W1. Students will be able to write a letter to criticize an event/organization. | - IDIOMS/PROVERBS OF THE WEEK
- DISCUSSION TIME
- TECH PACK
- E-PORTFOLIO ENTRY
- VIDEO BLOG ENTRY |
| He must have sent the letter to a wrong address. | | |
| She might have gone to downtown. | | |
| I could have been hurt more badly, thank God I wasn’t. | | |
| You should have been more patient in the traffic jam yesterday. | | |

---

**Movies**

**Short Stories**

**Matching**

**Criticism with Suggestions**

**Personal Diary Entry**

**Reflective Paragraphs**

**Advice Columns**

**Call Center Dialogues**

**Roleplays**

**Dialogues**

**Self-evaluation Checklists**

**IDIOMS/PROVERBS OF THE WEEK**

**DISCUSSION TIME**

**TECH PACK**

**E-PORTFOLIO ENTRY**

**VIDEO BLOG ENTRY**
### Functions and Useful Language

1. Talking about landmarks and monuments  
2. Describing cities and historic sites  
3. Asking for and giving more detailed information

- What are the must see attractions in Istanbul/around here?
- Antakabir is located in Ankara.
- Several castles in Anatolia were built by the Romans.
- Pamukkale hot springs and travertines are one of the most popular destinations for tourists in Turkey.
- Ephesus was founded in the 10th century BC.
- Sultan Suleymaniye Mosque was designed by Sinan, The Great Architect.
- Gelibolu (Gallipoli) is worth seeing.
- Ramadan in Turkey is a social ritual to revive the communal relationship apart from a spiritual practice.

### Language Skills and Learning Outcomes

- **Listening**  
  **E11.7.1.** Students will be able to recognize information about the description of a monument or a historic site in a recorded text.

- **Pronunciation**  
  **E11.7.P1.** Students will be able to practice the pronunciation of /wǝz/ and /wǝn/.

- **Speaking**  
  **E11.7.S1.** Students will be able to give a presentation on a monument or historical site.  
  **E11.7.S2.** Students will be able to interview with a friend to get detailed information about places he/she has visited.

- **Reading**  
  **E11.7.R1.** Students will be able to find out specific information in a text describing historical sites in Turkey.

- **Writing**  
  **E11.7.W1.** Students will be able to write a blog post recommending places to visit in Turkey.

### Suggested Materials and Tasks

- Short Documentaries  
- Historical Figures and Monuments Pictures  
- Posters  
- Travel Guides  
- Roleplays  
- Information Gap Activities  
- Songs

#### IDIOMS/PROVERBS OF THE WEEK

**DISCUSSION TIME**  
**TECH PACK**  
**E-PORTFOLIO ENTRY**  
**VIDEO BLOG ENTRY**
### THEME 8: SPORTS

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<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reporting news</td>
<td><strong>Listening</strong></td>
<td>News websites</td>
</tr>
<tr>
<td>2. Making interview</td>
<td><strong>E11.8.I.1.</strong> Students will be able to identify the lexis and jargon about extreme sports in a recorded text.</td>
<td>Blogs</td>
</tr>
<tr>
<td>3. Talking about sports</td>
<td><strong>Pronunciation</strong></td>
<td>Reflective Paragraphs</td>
</tr>
<tr>
<td></td>
<td><strong>E11.8.P1.</strong> Students will be able to practice rising and falling intonation in questions. <em>Eg. Would you like another coffee? (rising and falling intonation)</em></td>
<td>Matching Sentences with Pictures</td>
</tr>
<tr>
<td></td>
<td><strong>Speaking</strong></td>
<td>Conversations</td>
</tr>
<tr>
<td></td>
<td><strong>E11.8.S1.</strong> Students will be able to exchange opinions about outdoor/extreme sports.</td>
<td>Interviews</td>
</tr>
<tr>
<td></td>
<td><strong>E11.8.S2.</strong> Students will be able to ask questions to make an interview with a sportsperson.</td>
<td>Roleplays</td>
</tr>
<tr>
<td></td>
<td><strong>Reading</strong></td>
<td>Simulations</td>
</tr>
<tr>
<td></td>
<td><strong>E11.8.R1.</strong> Students will be able to analyze a text involving different kinds of extreme sports to reorder the scrambled paragraphs.</td>
<td>Peer Evaluation Checklists</td>
</tr>
<tr>
<td></td>
<td><strong>Writing</strong></td>
<td>Information Gap Activities</td>
</tr>
<tr>
<td></td>
<td><strong>E11.8.W1.</strong> Students will be able to write a report on the interview they have made.</td>
<td>Communicative Games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IDIOMS/PROVERBS OF THE WEEK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DISCUSSION TIME</td>
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<td></td>
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<td>TECH PACK</td>
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<td></td>
<td></td>
<td>E-PORTFOLIO ENTRY</td>
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<tr>
<td></td>
<td></td>
<td>VIDEO BLOG ENTRY</td>
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<tr>
<td></td>
<td></td>
<td>ELP Self-Assessment</td>
</tr>
</tbody>
</table>

Yasemin Dalkılıç says that all the women can achieve their goals.

Atatürk says that he likes sportsmen who are smart, agile and also well-behaved.

Many psychologists say that doing sports helps teens develop and maintain friendships.

The Paralympic Games is a major international multi-sport event of athletes with a range of physical disabilities.

Cliff diving is defined as the acrobatic perfection of diving into water from a cliff.

Wingsuit fliers wear parachute equipment specially designed for sky diving.

FILA has announced that Hamza Yerlikaya is the wrestler of the century.
**11th Grade**

### THEME 9: MY FRIENDS

<table>
<thead>
<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
</table>
| 1. Describing events, places and people  
2. Asking for and giving clarification | **Listening**  
E11.9.L1. Students will be able to organize specific information in a narrative about a person or an event.  
**Pronunciation**  
E11.9.P1. Students will be able to practice the pronunciation of assimilation- elision.  
Eg. Good boy- gubbo  
The conjunction “and” is pronounced as /ænd/ by itself, but in the normal use of the phrase you and me, we usually say /ənd/, as in /juːənmi/ friendship /frendʃip/.  
**Speaking**  
E11.9.S1. Students will be able to ask and answer questions to clarify a well-known / common person or a place.  
**Reading**  
E11.9.R1. Students will be able to scan online and printed newspaper articles about well-known people to find out personal details.  
**Writing**  
E11.9.W1. Students will be able to write a text about their teachers and friends for a school magazine.  
E11.9.W2. Students will be able to write a booklet to describe their hometown. | **News**  
Websites  
Online Newspapers  
Print Media  
Roleplays  
Debates  
Surveys  
Graphs/Charts  
**IDIOMS/PROVERBS OF THE WEEK***  
**DISCUSSION TIME**  
**TECH PACK**  
**E-PORTFOLIO ENTRY**  
**VIDEO BLOG ENTRY** |

The man you saw…
The place where we went on picnic…
Mr. Richardson, (who is) our teacher of physics, is a ….
Find the student who is the most easygoing.
True companions are those who keep promises, show respect…
<table>
<thead>
<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expressing opinions</td>
<td>Listening E11.10.L1. Students will be able to identify the topic and the main idea of a recorded text/video.</td>
<td></td>
</tr>
<tr>
<td>2. Exchanging ideas</td>
<td>Pronunciation E11.10.P1. Students will be able to practice the sounds of /i/ and /aɪ/. e.g. neither /ˈnaiðər/, either /ˈeɪdər/</td>
<td></td>
</tr>
<tr>
<td>3. Making comments</td>
<td>Speaking E11.10.S1. Students will be able to exchange ideas about values and practices. E11.10.S2. Students will be able to make comments about moral values and norms in different cultures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading E11.10.R1. Students will be able to distinguish the main idea from supporting details in a text about the effects of values on societies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing E11.10.W1. Students will be able to write an essay about the importance and effects of values and norms in society. E11.10.W2. Students will be able to write slogans about spiritual, moral and social values.</td>
<td></td>
</tr>
</tbody>
</table>

Turkish people are not only hospitable but also…

Nasreddin Hodja is not only a great humorist but also a great philosopher and a man of wisdom.

I think that all societies…

What do you think about the values of the modern World? I believe…

Good company supports both good morals and humanity.

Neither men nor women deserve inequality.

“We love all the created for the sake of the Creator.” Yunus Emre

“Either seem as you are, or be as you seem.” Mevlana Celaleddin-i Rumi

Peace begins within each one of us.

How do people feel when they are exposed to discrimination, humiliation, violation…?

Movies
Interviews
Roleplays
Family Albums
Pictures of the past and present
Surveys
Debates

IDIOMS/PROVERBS OF THE WEEK

DISCUSSION TIME
TECH PACK
E-PORTFOLIO ENTRY
VIDEO BLOG ENTRY
ELP Self-Assessment
12th Grade

ORTAÖĞRETİM İNGİLİZCE DERSİ 12. SINIF ÖĞRETİM PROGRAMI (CEFR “B2, B2+” SEVİYELERİ)


B2 (Bağımsız Kullanıcı) Ortak Yeti Açıklamaları


B2 + (Bağımsız Kullanıcı) Ortak Yeti Açıklamaları

Sohbet esnasında karşılırdaki konuşmacının açıklamaları ve çıkarımlarına dönünt vererek tartışmanın gelişmesine katkıda bulunur. Diğer konuşmacıların açıklama ve çıkarımlarına ustalıkla katkı sağlar. Düskünceler arasındaki uyum ve ilişkili sağlamak için gerekiyorken bağlaçları etkili bir şekilde kullanır. Önemli noktaların üzerinde durarak ve ilgili detayları vererek iddiasını geliştirmir.
### THEME 1: MUSIC

<table>
<thead>
<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
</table>
| 1. Expressing opinion (agreeing, disagreeing, etc.)  
2. Expressing preferences | **Listening**  
E12.1.L1. Students will be able to detect the embedded information in songs/media tools.  
**Pronunciation**  
E12.1.P1. Students will be able to practice intonation in sentences.  
*Eg. Is this your camera? (rising and falling intonation)*  
**Speaking**  
E12.1.S1. Students will be able to exchange ideas about their music preferences.  
E12.1.S2. Students will be able to agree or disagree with others by sharing their opinions about music.  
**Reading**  
E12.1.R1. Students will be able to infer people’s music preferences from their ideas about music in a reading text.  
E12.1.R2. Students will be able to analyze surveys/interviews to answer related questions.  
**Writing**  
E12.1.W1. Students will be able to write a survey report on their friends'/teachers’ music preferences. | Conversations  
Songs  
Interviews / Surveys  
Survey Report  
Argumentative / Descriptive Texts  
TV / Radio Recordings  
Games  
Project  
(music contest e.g., karaoke, music quiz)  
**IDIOMS/PROVERBS OF THE WEEK**  
**DISCUSSION TIME**  
**TECH PACK**  
**E-PORTFOLIO ENTRY**  
**VIDEO BLOG ENTRY** |
| What do you think about…?  
What are your feelings about…?  
Don’t you think…?  
Why do you think that …?  
I believe/think/suppose...  
In my opinion,...  
according to….  
My idea/answer/explanation is similar to/related to ….  
He doesn’t agree with him because…  
I agree/disagree with …that/on . . .  
I tend to agree with you.  
The majority believe that… |
## THEME 2: FRIENDSHIP

<table>
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<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Describing personal features</strong></td>
<td><strong>Listening</strong>&lt;br&gt;E12.2.1. Students will be able to extract specific information from a conversation between friends.</td>
<td>Conversations&lt;br&gt;Information Gap&lt;br&gt;Graphics /Charts/Tables&lt;br&gt;Games&lt;br&gt;Poems&lt;br&gt;Songs /Chants&lt;br&gt;Posters</td>
</tr>
<tr>
<td>2. Making conclusions</td>
<td><strong>E12.2.1.2. Students will be able to make inferences about the qualities of a good friend through a recorded text.</strong>*&lt;br&gt;Pronunciation&lt;br&gt;E12.2.P1. Students will be able to practice syllable/word stress.&lt;br&gt;Eg. Engineer /endʒɪˈnɪə(r)/</td>
<td><strong>IDIOMS/PROVERBS OF THE WEEK</strong>&lt;br&gt;DISCUSION TIME&lt;br&gt;TECH PACK&lt;br&gt;E-PORTFOLIO ENTRY&lt;br&gt;VIDEO BLOG ENTRY</td>
</tr>
<tr>
<td>3. Stating reasons</td>
<td><strong>Speaking</strong>&lt;br&gt;E12.2.S1. Students will be able to ask and answer questions about personal features.&lt;br&gt;E12.2.S2. Students will be able to state reasons while giving clear detailed descriptions about physical appearances.&lt;br&gt;E12.2.S3. Students will be able to interpret information from graphic features (graphs, charts, tables, etc.)</td>
<td><strong>Reading</strong>&lt;br&gt;E12.2.R1. Students will be able to find irrelevant content about the descriptions of the people in a text.&lt;br&gt;E12.2.R2. Students will be able to identify the main conclusions in argumentative texts.</td>
</tr>
<tr>
<td>What does she look like?</td>
<td><strong>Writing</strong>&lt;br&gt;E12.2.W1. Students will be able to write an opinion essay about qualities of a good friend by stating reasons.</td>
<td><strong>Writing</strong>&lt;br&gt;Assignments&lt;br&gt;Exercises&lt;br&gt;Handouts&lt;br&gt;Quizzes&lt;br&gt;Tests&lt;br&gt;Exams&lt;br&gt;Peer Review&lt;br&gt;Self-Assessment&lt;br&gt;Portfolio&lt;br&gt;Blogging</td>
</tr>
</tbody>
</table>
12th Grade

<table>
<thead>
<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
</table>
| 1. Expressing ideas on human rights (gender equality, children rights...) | **Listening**  
E12.3.L1. Students will be able to guess the meaning of lexis and jargon about human rights in a recorded text/video.  
E12.3.L2. Students will be able to distinguish the positive and negative expressions about human rights in a recorded text/video. | Conversations  
Games  
Songs  
Real-life tasks  
Note-taking (e.g. an agenda)  
Descriptive Texts  
Project (e.g. comparing jobs)  
Interviews  
Roleplay |
| 2. Making suggestions | **Pronunciation**  
E12.3.P1. Students will be able to practice syllable/word stress.  
_Eg. Disability /dɪsəˈblɪti/_ | |
| 3. Discussing problems | **Speaking**  
E12.3.S1. Students will be able to make suggestions about improving human rights.  
E12.3.S2. Students will be able to discuss the problems/difficulties of the disadvantaged people in the world. | |
| Look after those who looked after you. | **Reading**  
E12.3.R1. Students will be able to find the supporting ideas in a text about good practices on human rights around the world.  
E12.3.R2. Students will be able to match the paragraphs with the correct phrases/visuals (children rights/gender equality/animal rights/the rights of disadvantaged people, etc.). | |
| Everyone deserves equal rights. | **Writing**  
E12.3.W1. Students will be able to write mottos/slogans about human rights.  
E12.3.W2. Students will be able to write an argumentative essay including solutions for disadvantaged people’s problems. | |
| Do the educational opportunities for disabled young people grow rapidly? | | |
| Every child has the right to get health services, food, education, etc. | | |
| Freedom of expression is a basic human right. | | |
| All the governments should do their best to meet the needs of disabled people. | | |

**IDIOMS/PROVERBS OF THE WEEK**

**DISCUSSION TIME**

**TECH PACK**

**E-PORTFOLIO ENTRY**

**VIDEO BLOG ENTRY**
1. Making predictions
2. Expressing degrees of certainty and uncertainty
3. Receiving instructions about cyber games

I imagine driverless cars will be common in the near future.

I guess there won’t be cars running with petrol in the future. Next century is going to be very hi-tech, I believe.

He is going to buy a high-mileage gas car in order to reduce carbon footprints.

What do you think will happen in the year 2030?

There won’t be … any more in the future.

I think air pollution is going to decrease due to the usage of bio-energy until 2030.

Please verify your e-mail…

Choose your avatar.

If people use natural sources excessively, the world will not let human survival.

Did you mean this petrol-free car will reduce costs?

Many children cannot differentiate between reality and computer games.

Cyber and cyborg figures will be around us in near future.

**Functions and Useful Language**

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<th>Suggested Materials and Tasks</th>
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<tbody>
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<td><strong>Listening</strong></td>
<td>Games</td>
</tr>
<tr>
<td>E12.4.I.1. Students will be able to take notes during an informal debate/poster presentation/seminar in a video.</td>
<td>Flashcards</td>
</tr>
<tr>
<td>E12.4.I.2. Students will be able to match the topics with recorded passages corresponding to virtual reality and imaginary world.</td>
<td>Posters</td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td>Note-taking</td>
</tr>
<tr>
<td>E12.4.P1. Students will be able to pronounce reduced forms (e.g. ‘ll, won’t).</td>
<td>Having an informal debate</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Project (e.g. Future Cities)</td>
</tr>
<tr>
<td>E12.4.S1. Students will be able to talk about predictions and plans.</td>
<td>Drawing (e.g. Future Cars)</td>
</tr>
<tr>
<td>E12.4.S2. Students will be able to participate in an informal debate about virtual reality and imaginary world/cyber games to share ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td>E12.4.R1. Students will be able to read (aloud) a text about cyber crimes and rights to distinguish the lexis and jargon.</td>
<td></td>
</tr>
<tr>
<td>E12.4.R2. Students will be able to reorder the scrambled steps of a cyber game in a text.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>E12.4.W1. Students will be able to write detailed descriptions of an imaginary future.</td>
<td></td>
</tr>
<tr>
<td>E12.4.W2. Students will be able to compose a cyber game scenerio.</td>
<td></td>
</tr>
</tbody>
</table>

**Theme 4: Coming Soon**

**Idioms/Proverbs of the Week**

**Discussion Time**

**Tech Pack**

**E-Portfolio Entry**

**Video Blog Entry**
**12th Grade**

### THEME 5: PSYCHOLOGY

<table>
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<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
</table>
| 1. Describing mood                                                                              | Listening  
**E12.5.1.1.** Students will be able to list the suggestions to change mood given by a psychologist/friend in recorded text.  
**E12.5.1.2.** Students will be able to identify the speaker’s mood, tone, etc in a recorded text. | Conversations  
Real-life texts (Colors and moods)                                                                 |
| 2. Making suggestions to change negative mood                                                  | Pronunciation  
**E12.5.P1.** Students will be able to practice sentence intonation and stress.  
_Eg. Let’s take a break. (rising and falling intonation)_ | Songs/Poems  
Pictures/Flashcards Editing  
Oral retelling                                                                 |
| 3. Following and giving instructions                                                            | Speaking  
**E12.5.S1.** Students will be able to make a Roleplay between a psychologist/school counsellor and a client.  
**E12.5.S2.** Students will be able to make comment on moods by looking at flashcards.  
**E12.5.S3.** Students will be able to use different voice levels, phrasing and intonation to give and follow instructions in different moods. | Drama/Miming/ Roleplay  
Project (e.g. At the psychologist/Relaxation techniques/Meditation) |
|                                                                                               | Reading  
**E12.5.R1.** Students will be able to read a poem loudly by reflecting its tone.  
**E12.5.R2.** Students will be able to identify specific information in a real-life text. | IDIOMS/PROVERBS OF THE WEEK  
**DISCUSSION TIME**  
**TECH PACK**  
E-PORTFOLIO ENTRY  
VIDEO BLOG ENTRY |
|                                                                                               | Writing  
**E12.5.W1.** Students will be able to describe their current mood / mood reflected in a song/ painting/photograph through creative writing. |                                                                                          |

1. I feel exhausted and I can’t concentrate.  
2. Let’s take a break.  
3. I suggest that you take a nap.  
4. I suggest going for a walk.

I’d rather have tickets for the opera.  
If I had a choice, I would go for…

Why don’t you join a music club?

What do you do to clear your mind after school?

Close your eyes!  
Breathe deeply!
### THEME 6: FAVORS

<table>
<thead>
<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Making requests</strong></td>
<td><strong>Listening</strong></td>
<td>Conversations</td>
</tr>
<tr>
<td><strong>2. Accepting and declining requests</strong></td>
<td><strong>E12.6.L1.</strong> Students will be able to identify phrases and the highest frequency vocabulary related to requests in various contexts in a recorded text.**</td>
<td>Flashcards/ Wordcards</td>
</tr>
<tr>
<td><strong>3. Asking for and responding to favors</strong></td>
<td><strong>E12.6.L2.</strong> Students will be able to complete a conversation about favors in a recorded text/video.**</td>
<td>Roleplay</td>
</tr>
<tr>
<td></td>
<td><strong>Pronunciation</strong></td>
<td>Songs</td>
</tr>
<tr>
<td></td>
<td><strong>E12.6.P1.</strong> Students will be able to practice “ yod coalescence” “Would you / /wudʒu/ and could you /kudʒu/ “.**</td>
<td>Communicative Tasks</td>
</tr>
<tr>
<td></td>
<td><strong>Speaking</strong></td>
<td>Games</td>
</tr>
<tr>
<td></td>
<td><strong>E12.6.S1.</strong> Students will be able to distinguish between formal and informal language while accepting and declining requests.**</td>
<td>Competition</td>
</tr>
<tr>
<td></td>
<td><strong>E12.6.S2.</strong> Students will be able to act out a self-prepared dialogue about requests/favours.**</td>
<td>Project work (Bringing authentic materials such as video scripts into the classroom and focusing on register types)</td>
</tr>
<tr>
<td></td>
<td><strong>Reading</strong></td>
<td>IDIOMS/PROVERBS OF THE WEEK</td>
</tr>
<tr>
<td></td>
<td><strong>E12.6.R1.</strong> Students will be able to scan a text for the specific information about a charity organization/ foundation.**</td>
<td>DISCUSSION TIME</td>
</tr>
<tr>
<td></td>
<td><strong>Writing</strong></td>
<td>TECH PACK</td>
</tr>
<tr>
<td></td>
<td><strong>E12.6.W1.</strong> Students will be able to write an announcement to invite people for a charity organization.**</td>
<td>E-PORTFOLIO ENTRY</td>
</tr>
<tr>
<td></td>
<td><strong>E12.6.W2.</strong> Students will be able to write an application letter to an organization for scholarship.**</td>
<td>VIDEO BLOG ENTRY</td>
</tr>
<tr>
<td></td>
<td><strong>Sure!</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Of course! Help yourself!</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>No. I’m sorry. I don’t have one.</strong></td>
<td></td>
</tr>
</tbody>
</table>
12th Grade

**THEME 7: NEWS STORIES**

<table>
<thead>
<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
</table>
| 1. Narrating a past event / experience | **Listening**
E12.7.I.1. Students will be able to list the sequences of the past events in a recorded text/video.  
E12.7.I.2. Students will be able to complete a recorded text using cohesive devices.  
**Pronunciation**  
E12.7.P1. Students will be able to practice sentence stress appropriately.  
Eg. I missed the last episode. (rising and falling intonation)  
**Speaking**  
E12.7.S1. Students will be able to narrate the events in the past.  
E12.7.S2. Students will be able to make a presentation about unusual/odd news stories.  
**Reading**  
E12.7.R1. Students will be able to list vocabulary for narrating and describing events in a text.  
E12.7.R2. Students will be able to reorder the past events in a news story.  
**Writing**  
E12.7.W1. Students will be able to paraphrase news/stories/past events.  
E12.7.W2. Students will be able to write a news story/a past experience/an imaginary story. | Conversations  
Songs  
Summarizing  
Preparing a poster or finding headlines for news stories  
Oral presentation (a news story or a self-made video)  
Guessing  
Communicative tasks (e.g. producing a story)  
Project (e.g. comic strips)  
Jigsaw puzzle  
**IDIOMS/PROVERBS OF THE WEEK**  
**DISCUSSION TIME**  
**TECH PACK**  
**E-PORTFOLIO ENTRY**  
**VIDEO BLOG ENTRY** |
| 2. Talking about sequential actions |  
Two people were struck and injured on Monday as they tried to cross the street.  
When he died, he had already published 20 novels.  
Fortunately, he survived the accident without a scratch.  
After, before, first….  
Meanwhile….  
Following this event, ….  
Unfortunately, I missed the last episode of …  
That reminds me of my childhood. |  
|  

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Grade 12

**Language Ski:**

Students will be able to

- Paraphrase news/stories/past events
- Make a presentation about unusual/odd news stories
- List the sequences of the past events in a text
- Complete a recorded text using cohesive devices
- Practice sentence stress appropriately
- Narrate the events in the past
- Make a presentation about unusual/odd news stories
- List vocabulary for narrating and describing events in a text
- Reorder the past events in a news story
- Paraphrase news stories/past events
- Write a news story/a past experience/an imaginary story

**Learning Outcomes:**

- Oral presentation (a news story or a self-made video)
- Summarizing
- Preparing a poster or finding headlines for news stories
- Communicative tasks (e.g. producing a story)
- Project (e.g. comic strips)
- Jigsaw puzzle

**Materials and Tasks:**

- Conversations
- Songs
- Summarizing
- Preparing a poster or finding headlines for news stories
- Oral presentation (a news story or a self-made video)
- Guessing
- Communicative tasks (e.g. producing a story)
- Project (e.g. comic strips)
- Jigsaw puzzle

**Weekly Activities:**

- Collaborative tasks
- Project work
- Oral presentation
- Summarizing
- Preparing a poster or finding headlines for news stories
- Oral presentation (a news story or a self-made video)
- Guessing
- Communicative tasks (e.g. producing a story)
- Project (e.g. comic strips)
- Jigsaw puzzle
### THEME 8: ALTERNATIVE ENERGY

#### Functions and Useful Language

1. Describing problems
2. Making complaints
3. Offering solutions

---

#### Language Skills and Learning Outcomes

<table>
<thead>
<tr>
<th>Listening</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>E12.8.I.1. Students will be able to note down the solutions to the problems of excessive energy consumption around the world in a recorded text.</td>
<td>Pronunciation</td>
<td>Conversations</td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td><strong>E12.8.P.1. Students will be able to use intonation in a sentence appropriately.</strong></td>
<td>Roleplay/Simulation</td>
</tr>
<tr>
<td>Eg. I think we’re completely lost. (falling intonation)</td>
<td><strong>Speaking</strong></td>
<td>Summarizing</td>
</tr>
<tr>
<td><strong>E12.8.S.1. Students will be able to make complaints and offer solutions to environmental /energy problems.</strong></td>
<td>Video project</td>
<td></td>
</tr>
<tr>
<td><strong>E12.8.S.2. Students will be able to participate in an informal debate about alternative energy in the future.</strong></td>
<td>Interviews</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Outdoor activities</strong></td>
<td>Environmental Project</td>
</tr>
<tr>
<td><strong>E12.8.R.1. Students will be able to summarize a reading passage about alternative energy.</strong></td>
<td>(e.g. wildlife protection, public health)</td>
<td>(e.g. Describing animal habitats )</td>
</tr>
<tr>
<td><strong>E12.8.R.2. Students will be able to analyze a reading passage to find out solutions to environmental problems.</strong></td>
<td>E-mails</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>IDIOMS/PROVERBS OF THE WEEK</strong></td>
<td>DISCUSSION TIME</td>
</tr>
<tr>
<td><strong>E12.8.W.1. Students will be able to write an email/letter of complaint to a local authority about an environmental problem to suggest solutions.</strong></td>
<td>TECH PACK</td>
<td></td>
</tr>
<tr>
<td><strong>E12.8.W.2. Students will be able to write their opinions about the usage of alternative energy.</strong></td>
<td>E-PORTFOLIO ENTRY</td>
<td></td>
</tr>
<tr>
<td><strong>E12.8.W.3. Students will be able to write a letter of complaint to a local authority about an environmental problem to suggest solutions.</strong></td>
<td>VIDEO BLOG ENTRY</td>
<td></td>
</tr>
</tbody>
</table>

---

### Sample Dialogue

Sorry to bother you, but I think there’s a problem that requires an urgent solution.

We’d like you to…

I think we should…

In order to solve this problem we must first/ initially….

Another way of looking at this problem is…

The solution to this problem is…

Don't get me wrong, but I think we should…

…was a result of…

Maybe you forgot to…

I think you might have forgotten to…
### Functions and Useful Language

1. Talking about things needed to be done
2. Asking and answering questions in interviews

- What do you think about the future of smart phones?
- I’ll have the computer formatted. She wants her smart phone fixed.
- The teacher does not let the students use their phones in class.
- Sorry, I can’t talk any longer on this issue.
- I had Mindy download a movie for me. We’ll get the PPP done as soon as possible.
- The teacher made the class do online research on the topic.
- Could you please get the warranty approved?

### Language Skills and Learning Outcomes

#### Listening
- **E12.9.L.1.** Students will be able to list the things needed to be done in a recorded text/video.
- **E12.9.L.2.** Students will be able to find the main idea of a video about technological developments.

#### Pronunciation
- **E12.9.P.1.** Students will be able to practice word stress correctly. *Eg. Technology /təkˈnɒlədʒi/**

#### Speaking
- **E12.9.S.1.** Students will be able to exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices.
- **E12.9.S.2.** Students will be able to make an interview with a friend about the influence of technology on social life.

#### Reading
- **E12.9.R.1.** Students will be able to identify the written lexis and jargon about a web-page on technology.
- **E12.9.R.2.** Students will be able to categorize information in everyday material, such as websites, brochures and magazines.

#### Writing
- **E12.9.W.1.** Students will be able to write a note asking someone to have something done.
- **E12.9.W.2.** Students will be able to write a for and against essay discussing technology.
- **E12.9.W.3.** Students will be able to write a description of a hi-tech product by using linking words.

### Suggested Materials and Tasks

- To do lists
- Notes and messages
- Songs
- Advertisements
- Illustrations
- Survey/Tables
- Techno-Project
- Roleplay/Simulation
- Informal Debate
- Presentation
- Proverbs
- Idioms
- Argumentative/Descriptive Text
- Competition (e.g. picture of a hi-tech product)

### IDIOMS/PROVERBS OF THE WEEK

#### DISCUSSION TIME

**TECH PACK**

**E-PORTFOLIO ENTRY**

**VIDEO BLOG ENTRY**
### 12th Grade

#### THEME 10: MANNERS

<table>
<thead>
<tr>
<th>Functions and Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials and Tasks</th>
</tr>
</thead>
</table>
| 1. Talking about wishes and regrets | Listening  
E12.10.L1. Students will be able to identify the phrases about wishes, regrets and apologies in a recorded text.  
E12.10.L2. Students will be able to classify the manners in a TV or radio program regarding their origin and practice in daily life. |
| 2. Apologizing | Pronunciation  
E12.10.P1. Students will be able to practice sentence stress correctly.  
*Eg. I’ll make a pot of tea if you would like some.* |
| 3. Giving explanations | Speaking  
E12.10.S1. Students will be able to express regrets, wishes and apologies.  
E12.10.S2. Students will be able to discuss manners in different cultures. |
|                              | Reading  
E12.10.R1. Students will be able to identify the main conclusions in argumentative texts.  
E12.10.R2. Students will be able to organize description of events, feelings and wishes in diaries and personal letters. |
|                              | Writing  
E12.10.W1. Students will be able to write a letter, note or report on wishes, regrets and apology.  
E12.10.W2. Students will be able to write personal letters describing experiences, feelings and events in detail in relation to the topic. |

- Conversations
- Poems
- Roleplay
- Games/acting/Imitation Songs
- Project (e.g. Shooting a video about wishes, regrets, and apologies)
- Survey report
- Pictures/Flashcards
- Proverbs
- Idioms
- Argumentative/Descriptive texts

**IDIOMS/PROVERBS OF THE WEEK**

**DISCUSSION TIME**

**TECH PACK**

**E-PORTFOLIO ENTRY**

**VIDEO BLOG ENTRY**
APPENDIX 1

ÖĞRETİM PROGRAMININ YAPISI VE UYGULANMASINA DAİR AÇIKLAMALAR

Ortaöğretim İngilizce Dersi (9-12. Sınıflar) Öğretim Programı

Giriş

Ön söz

Ortaöğretim İngilizce Dersi (9-12. Sınıflar) Öğretim Program Modeli

<table>
<thead>
<tr>
<th>Seviyeler (CEFR*)</th>
<th>Öğrenci Yaşı</th>
<th>Beceri/Dil Bilgisi/Kelime Bilgisi/Telaffuz Hedefi</th>
<th>Temel Aktiviteler (Tüm seviyelerde kullanılabilir.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 (B1+/B2) 4</td>
<td>16-16.5</td>
<td>Dört temel beceri birbiri ile bütünleşik olarak, Dinleme ve Konuşma, Ders başına en fazla yedi yeni sözcük bilgisi, Smurlı Seviyede Telaffuz pratigi.</td>
<td>Anketler/Kısa ve Sözlü Sunumlar Drama/Kısa Okuma Parçaları ve Paragraf Yazma</td>
</tr>
<tr>
<td>12 (B2+) 4</td>
<td>17-17.5</td>
<td>Dört temel beceri birbiri ile bütünleşik olarak, Dinleme ve Konuşma, Ders başına en fazla yedi yeni sözcük bilgisi, Smurlı Seviyede Telaffuz pratigi.</td>
<td>Karşılıklı Konuşmalard/Sözlü Sunumlar/Projeler Görev-bazlı Aktiviteler Tartışmacı/Betimleyici Metin Yazma</td>
</tr>
</tbody>
</table>

*CEFR = Avrupa Dilleri Öğretimini Ortak Çerceve Programı


- A1/A2
- A2+/B1
- B1+/B2
- B2 ...

Ortaöğretim İngilizce Dersi (9-12. Sınıflar) Öğretim Programının Öğretme ve Öğrenme Ortamı Genel Özellikleri

Öğrenciler....
- sınıfı devamlı olarak İngilizce konuşurlar.
- iletişimsel aktiviteler sırasında birbirleriyle sürekli etkileşimde bulunanak derse aktif olarak katılarlar.
- dili etki bir şekilde kullanabilme için gerçek hayatta kullanılan İngilizceyi farklı bağlamlarda sürekli olarak kullanlarlar.
- ana dil edinimine paralel olarak dört dil becerisinin bünülemiş olması olarak öğrenirler.
- öğretmenlerinin yönlendirmesiyile, dil materyal ve aktivitelerini kendileri geliştirilen yaraticı bireylerdir.
- sınıf içi ve sınıf dışı öğrenmelerinde sorumluluk sahibi olmaya teşvik edilirler.

Öğretmenler...
- sınıfı devamlı olarak İngilizce konuşarak, öğrencilerine rol-model olurlar.
- bireysel çalışma, kılıç çalışma, grup ve sınıf çalışması gibi farklı iletişim türlerini kullanlarlar.
- öğrenciler İngilizcede yabancı oldukları konuları, onların bildikleri konular üzerine yapılandırarak öğretmenler.
- öğrencilerin anlamlı bağlandan ve veya verilen ipuçlarından çıkarmalarına imkan sağlarlar.
- öğrencilerin konuşma aktiviteleri sırasında kütle ve dil süreçlerine tolerans gösterip doğru formu kendi kendi kullanlar yar da aktive sonrısında öğrenci isim vermeden üzerinde durmak için hataları not alırlar.
- öğrencilerin istek ve motivasyonunu artırınca için olağan pekiştirme iin kullanlarlar.
- belirli dil öğrenme aktiviteleri ve genel olarak dil öğrenmenin altında yatan mantığı açıklarlar.
- öğrencilerin İngilizceyi kendi başlarına öğrenmeleri için cesaret verir, yol gösterir ve rehberlik ederler.

Materyaller/ Görevler...
- düzenlence ve içerik olarak mümkün olduğunca gerçekle yakınıdır.
- öğrencilerin farklı duyarlarına hitap ederek farklı kanallardan dil öğrenimine imkan sağlarlar.
- öğrencilerin gerçek hayatta dil ihtiyaçlarına ve ilgilerine yönelik olur (örneğin, hayatta kalma İngilizcesi, akademik İngilizce vb.).
- kalkış öğrenmeyi sağlamak için farklı uniterler ve düzeylerde sürekli olarak tekrarlanır.
- gerçek hayat dil kullanını sağlamak için multimedya ve teknoloji ile desteklenir.
- ADOÇP’in ilkeleri doğrultusunda dilin dört temel becerisini değerlendirme yönelik rubrikler, değerlendirme formları gibi yöntendirici materyaller içerir.
- dilin karmasılık, dinamik ve bütünleşme yapısını yansıtacak şekilde dört dil becerisinin büntleme olaks olarak sunulmasını destekler.
- dört dil becerisinin sunum ve uygulamasında ön etkinlikleri, süreç etkinlikleri ve son etkinlikleri içerecek şekilde tasarlanır.
- öğrencilerin günlük yaşamlarında karşılaşılgaları muhtemel karakterleri ve yerleri daha çok içerecek şekilde tasarlanır.
- Ders kitapları Ek 2’deki tabloda verilen forma sayısı ve etab standartlara uygun olarak hazırlanmalıdır.

Değerlendirme....
- öğrenme amaçlarına, materyaller ve görevlere hizmet eder.
- olumsuz bir pekiştirme aracı olarak değil İngilizce öğreniminin geliştirmek ve kontrol etmek için kullanılır.
- çoktan seçmeli, doğru/yaranış, boşluk doldurma gibi geleneksel değerlendirme araçlarından ziyade, portfolyo, proje ve iletişimsel aktiviteleri vurgulayarak dili gerçek kullanının ölçümeyi sağlar.
- yapılar ve kelimelerin ezberlenmesinden çok dili anlama, universities ve dilin analitik becerilerinin geliştirilmesini hedefler.
- farklı değerlendirmeye görevleri için farklı dönünt sağlayıcılara imkan tanır (öz değerlendirme, akran, öğretmen, bilgisayar ve anne/baba değerlendirme).
İNGİLİZCE DERSİ 9-12. SINIFLAR KİTAP FORMA SAYILARI

<table>
<thead>
<tr>
<th>DERSİN ADI</th>
<th>DERS KİTABI</th>
<th>ÖĞRENCİ ÇALIŞMA KİTABI</th>
<th>ÖĞRETMEN KILAVUZ KİTABI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>En Yüksek Forma Sayısı</td>
<td>Ebadı</td>
<td>En Yüksek Forma Sayısı</td>
</tr>
<tr>
<td>İngilizce 9. SINIF</td>
<td>9</td>
<td>19,5x27,5</td>
<td>5</td>
</tr>
<tr>
<td>İngilizce 10. SINIF</td>
<td>10</td>
<td>19,5x27,5</td>
<td>6</td>
</tr>
<tr>
<td>İngilizce 11. SINIF</td>
<td>11</td>
<td>19,5x27,5</td>
<td>5</td>
</tr>
<tr>
<td>İngilizce 12. SINIF</td>
<td>9</td>
<td>19,5x27,5</td>
<td>5</td>
</tr>
</tbody>
</table>

*En yüksek forma sayıları yazılmıştır. Hazırlanacak kitaplar daha düşük forma sayılarda da olabilir.